

BEFORE THE  
CALIFORNIA BUREAU OF STATE AUDITS (BSA)

In the matter of

Citizens Redistricting Commission (CRC)  
Applicant Review Panel (ARP) Public Meeting

555 Capitol Mall, 4<sup>th</sup> Floor  
Sacramento, CA 95814

THURSDAY, SEPTEMBER 9, 2010  
1:01 P.M.

Reported by:  
Peter Petty

## APPEARANCES

### Members Present

Nasir Ahmadi, Chair

Mary Camacho, Vice Chair

Kerri Spano, Panel Member

### Staff Present

Stephanie Ramirez-Ridgeway, Panel Counsel

Diane Hamel, Executive Secretary

### Candidates

Robert M. Silva

Sandor Xavier Mayuga

M. Andre Parvenu

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P R O C E E D I N G S

MS. RAMIREZ-RIDGEWAY: The hour being 1:01 and our next Applicant, Mr. Silva, being with us, the Panelists are here, let's begin.

Are you ready to begin?

MR. SILVA: Yes.

MS. RAMIREZ-RIDGEWAY: Wonderful. Please start the clock.

What specific skills do you believe a good Commissioner should possess? Of those skills, which do you possess? Which do you not possess and how will you compensate for it? Is there anything in your life that would prohibit or impair your ability to perform all of the duties of a Commissioner?

MR. SILVA: Thank you. Well, the reason why I'm here is to draw good lines. The reason why we're all here is so that California has good lines that are fair, impartial, and that give all California voters an equal voice.

To achieve this, the key most important qualification that all Commissioners need to have is the ability to synthesize data analysis with life experiences and to generate a product within the scope of law that wins the confidence and buy-in of the California voters.

So, to achieve this Commissioners need to have

1 these core skills; they need the ability to make fair and  
2 impartial decisions that are sound, data driven, tough and  
3 flexible, appreciation for California's diversity, the  
4 ability to identify and understand the significance of  
5 diverse life experiences, strong and creative analytical  
6 skills, the ability to evaluate and determine the quality  
7 and validity of data.

8           They need to be able to learn quickly and acquire  
9 specialized expertise outside of their knowledge base.

10           They need to be excellent communicators,  
11 empathetic, be able to listen well. They need to be able  
12 to bring groups with different views and needs together,  
13 they need to be able to build consensus.

14           Commissioners need to have discipline, to believe  
15 in and follow due process.

16           They need to be thoughtful, honest, have  
17 fortitude, and physical and mental endurance.

18           Commissioners need to be able to anticipate  
19 problems, recognize failure, mistakes, and be able to  
20 change course and implement corrections.

21           These are skills that I believe that I'm very  
22 strong in and that I've learned over my diverse work and  
23 life experiences.

24           These are skills that I now employ while working  
25 at Oakland Unified School District as an application

1 specialist. As an application specialist I play a  
2 versatile role in supporting our schools. I'm a trainer;  
3 I teach teachers, staff, all of our end-users how to use  
4 our software applications.

5 I'm a requirements analyst; I gather, analyze,  
6 document, validate our clients' needs and recommend  
7 solutions.

8 I'm a collaborator; I serve as a technical expert  
9 on a variety of systems to make sure our business users'  
10 needs are met.

11 I investigate technical problems, I manage data  
12 integration, I help develop business process, provide data  
13 analysis and reporting.

14 These are all skills that are self-taught. I do  
15 not have an IT background. I do my job well because I  
16 have the ability to learn complicated and technical skills  
17 quickly.

18 I bring a fresh and inquisitive perspective and I  
19 bring a diverse set of skills that I've developed in other  
20 fields.

21 Working with data I'm careful to take into account  
22 all aspects of the data life cycle. I follow strict  
23 guidelines when processing data files. I employ multiple  
24 levels of verification before making any mass changes or  
25 compiling data for analysis or reporting.

1           When I do analyze data I see the big and the small  
2 picture, I see the high and low levels, and I understand  
3 how decisions impact players up and down the ladder, and I  
4 speak on behalf of those who are not there or present.

5           Working through conflict I'm sincere, I'm honest,  
6 I listen to all sides. I recommend solutions that promote  
7 census -- excuse me, consensus, versus winners and losers.

8           When addressing problems I bring a perspective  
9 that has seen many sides. For example, I bring the eyes  
10 of a carpenter or a landscaper, someone who studies  
11 architectural designs or blueprints, and then who will  
12 walk into a home, a bathroom, or a kitchen, or into a  
13 backyard and I'll see a sloping deck or a fence line and  
14 I'll solve the problem with my hands, with a shovel,  
15 concrete, cinder blocks, a tape measure and a saw.

16          I also bring the experience of a delivery driver,  
17 someone who works in a physically and mentally tough  
18 environment, who's exceptionally well organized, who  
19 carries a detailed image of a map of all his stops, and  
20 throughout -- by the end of the day to make sure  
21 everyone's happy while hustling and driving safely.

22          As far as skills that Commissioners should have,  
23 that are not required to at the beginning, I'm not  
24 knowledgeable in election law. However, I'm a very fast  
25 learner and will become an expert in this field with

1 intensive training.

2 I also do not have experience directing public  
3 meetings. I participate in meetings and I see how they  
4 are run, and so this is something that I'll pick up with  
5 practice.

6 As far as anything in my life that would prohibit  
7 or impair my ability? I don't believe so, no.

8 I do have a family and I do need to work but, no,  
9 I do not believe that will impact the Commission's work.

10 Next question, please.

11 MS. RAMIREZ-RIDGEWAY: With about 13 minutes  
12 remaining; describe a circumstance from your personal  
13 experience where you had to work with others to resolve a  
14 conflict or difference of opinion? Please describe the  
15 issue, and explain your role in addressing and resolving  
16 the conflict? If you are selected to serve on the  
17 Citizens Redistricting Commission, tell us how you would  
18 resolve conflicts that may arise among the Commissioners?

19 MR. SILVA: Managing conflict, working in groups  
20 with different views and needs is something that I do  
21 often at Oakland Unified.

22 A recent example is when conflict developed during  
23 the implementation of a major process improvement plan.  
24 The plan had required the collaboration from many  
25 different players, with different needs and perspectives.



1           My role was as a technical expert for an  
2 information system that was being adopted for use district  
3 wide, and so I advise the team on how the system could be  
4 used to improve processes for other groups.

5           In the beginning we were brought together and  
6 pushed to meet a very aggressive timeline. The plan was  
7 fast-tracked.

8           Initially, discussions were civil, sometimes  
9 contentious. We were all there to cooperate, however,  
10 there were some key problems.

11           One team, for example, had a separate project that  
12 was pulled in and so their timelines and goals had to be  
13 delayed, so there was some animosity there.

14           One of the modules that we had dependent on wasn't  
15 compatible with the way we ran our payroll, it didn't  
16 conform to the terms of our union contracts so we couldn't  
17 depend on that module.

18           Meetings ended up being one-sided, confusing,  
19 players weren't sure what their roles were. Views were  
20 expressed but the voices were not heard.

21           I remember one colleague saying later what  
22 matter -- excuse me -- I remember a colleague saying what  
23 does it matter what I say, you're going to do what you  
24 want, anyways? So, there was doubt and we didn't have  
25 buy-in.

1           Moving forward, when it was apparent that we  
2 weren't going to meet our guidelines or meet our goals, I  
3 ended up taking on a larger role.

4           I communicated my concerns to the project leaders,  
5 I identified risks, I asked important questions, I made  
6 some tough recommendations, I encouraged change and I  
7 helped redefine goals and develop a new play.

8           Equally important, I helped repair damaged  
9 relations. Some players had their feelings hurt, they  
10 felt that their needs were not being met or their voices  
11 heard and we did have breakdown in communications.

12           We were able to regroup where then I, with others,  
13 helped to restore trust, confidence, and to rebuild  
14 collaboration.

15           For me, I was able to do this with some basic  
16 fundamental skills; by listening, looking at issues from  
17 all points of view, and sometimes working closely, face-  
18 to-face, versus over e-mail, by picking up the phone, and  
19 providing with -- other members of the team with important  
20 information.

21           If selected to the Commission I'll help to resolve  
22 conflicts by reminding everyone of our common goal. I'll  
23 remain calm, I'll place myself in everyone's shoes and  
24 I'll make sure every voice is heard. I'll listen with  
25 care, I'll speak mindfully, and I'll focus on consensus

1 and buy-in.

2 MS. RAMIREZ-RIDGEWAY: How will the Commission's  
3 work impact the State? Which of these impacts will  
4 improve the State the most? Is there any potential for  
5 the Commission's work to harm the State and, if so, in  
6 what ways? Ten minutes.

7 MR. SILVA: This really is the critical question.  
8 The voters of California passed Proposition 11. They  
9 passed voter reform because they were unsatisfied with the  
10 way it had been done in the past. They want to see change  
11 and they want to ensure that the process is open and fair.

12 And so, we are here to draw the lines so that all  
13 Californians have an equal voice, one person, one vote.

14 Achieving that goal is what will improve the State  
15 the most.

16 The Commission is also here to win the confidence  
17 and buy-in of the California citizens. This is essential.

18 The Commission is also here to engage the  
19 citizens, to draw them into the process, to draw out their  
20 voices, to encourage their participation, to show them the  
21 nuts and bolts of how the Citizens Commission works.

22 If the Commission fails to achieve all of these  
23 goals, yes, the Commission will harm the State. By doing  
24 so, it would fail to give Californians equal  
25 representation, some voices will not be heard, other

1 voices will be over-represented.

2 It would also, by failing, it would alienate and  
3 discourage citizens about the process, we would lose their  
4 trust.

5 Next question, please.

6 MS. RAMIREZ-RIDGEWAY: Describe a situation where  
7 you have had to work as part of a group to achieve a  
8 common goal? Tell us about the goal; describe your role  
9 within the group and tell us how the group worked or did  
10 not work collaboratively to achieve this goal? If you are  
11 selected to serve on the Citizens Redistricting  
12 Commission, tell us what you would do to foster  
13 collaboration among the Commissioners and ensure the  
14 Commission meets its legal deadlines?

15 MR. SILVA: At Oakland Unified all of my work is  
16 team based and goal oriented.

17 One example was in 2007, when I first became an  
18 application specialist. I was tasked with supporting the  
19 sub office with managing their substitute information  
20 system.

21 Initially, the goals weren't clearly defined.  
22 They knew they had issues and problems, but they weren't  
23 sure what caused the problems or to what extent.

24 One example was that their K through 12 substitute  
25 fail rate reports contained errors and could not be relied

1 upon. The fail rate reports is what the district needs to  
2 measure their ability to put teachers in the classroom  
3 when there's an absence.

4 So, my role was twofold. One was to develop a  
5 trusting relationship. Historically, our departments, the  
6 human resources where the substitute office is at and IT,  
7 historically there were some collaboration problems so  
8 there was some mistrust. And they, in short, weren't  
9 really confident in our capabilities.

10 Second, the role was to find the root cause of  
11 our -- of their data problems. So, I worked with the  
12 substitute office, the IT specialists, with their main HR  
13 system and our vendor. I researched the problems,  
14 documented, provided analysis and I put forth a plan to  
15 improve the system.

16 And then I earned our client's buy-in, the  
17 substitute office. I proceeded to clean the data and then  
18 develop a process to keep the system updated and fix the  
19 reports.

20 Then my role expanded when I was invited to join a  
21 larger team that was charged with improving the Oakland  
22 Unified's K through 12 substitute rate. It was one of the  
23 five most important focus areas for the district that  
24 year. Previously, our fill rate had been at 69 percent,  
25 so our goal for the following year was 80 percent and the

1 following year 90 percent.

2           So, the team included members of our strategy  
3 group, which were the district leaders, human resources,  
4 the substitute office, principals, teachers, substitutes,  
5 teachers unions and IT. Together we worked to increase  
6 the numbers and quality of our subs in our substitute pool  
7 by holding hiring fairs and intensive professional  
8 development, training school sites to develop and maintain  
9 relationships with substitutes, training office staff,  
10 teachers and substitutes how to use the online system more  
11 effectively. And we created reports to provide a better  
12 understanding of what our substitute needs were.

13           We met our goals and in 2009 the board of  
14 education and the superintendent recognized our team with  
15 an excellence award.

16           To foster collaboration with the Commission I will  
17 do so by help building trusting relations, by listening to  
18 all viewpoints, by remembering and reminding everyone of  
19 our common goal.

20           To ensure that we meet deadlines I will help  
21 assess weaknesses and challenges, help develop  
22 improvements and help build a plan that will keep us on  
23 track to meet all of our deadlines.

24           MS. RAMIREZ-RIDGEWAY: A considerable amount of  
25 the Commission's work will involve meeting with people

1 from all over California who come from very different  
2 backgrounds and very different perspectives. If you were  
3 selected to serve on the Commission, tell us about the  
4 specific skills you possess that will make you effective  
5 in interacting with the public?

6 MR. SILVA: The skills that would make me most  
7 effective with interacting with the public will be  
8 listening, reflecting, asking important and insightful  
9 questions, being empathetic, communicating well, speaking  
10 mindfully, being fair and impartial. Really, just by  
11 being myself.

12 I've lived in, have gone to school in and have  
13 worked in a diverse environment all of my life. I  
14 believe, I hope that I will be able to relate to many of  
15 the people that we do meet.

16 For everyone, absolutely, I would appreciate their  
17 story, their own perspective, their individual voice. I  
18 think that's what makes life interesting.

19 Places that I've worked, I've worked in  
20 restaurants, fast food, behind the counter, in kitchens.  
21 As a tour guide, I worked at the information desk at my  
22 university, even in the elevator as an elevator operator.  
23 I was a house manager at my co-op. I sold backpacks and  
24 shoes for a small Korean family, a small business.

25 I worked as a handicap attendant. I volunteered

1 at the Needle Exchange. I worked as an office temp. I  
2 worked with concrete countertops, small business  
3 manufacturing, fair housing in Oakland and Livermore.

4 I've worked in workers compensation health  
5 insurance, youth swimming, and Oakland public schools.

6 So, throughout my life I've met and I've worked  
7 with quite a number of different people from different  
8 backgrounds, that have different views, and so I feel that  
9 my life has really prepared me to do this job.

10 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

11 CHAIR AHMADI: Thank you. Good afternoon, Mr.  
12 Silva.

13 MR. SILVA: Good afternoon.

14 CHAIR AHMADI: Let me start off with a question  
15 that I was planning to ask but relates to your response to  
16 the last question, standard question.

17 As you mentioned and also it's apparent from your  
18 application that you have been at your current job for  
19 four years; correct?

20 MR. SILVA: I started working at Oakland Unified  
21 in 2004 as a consultant.

22 CHAIR AHMADI: So about six years?

23 MR. SILVA: Yes.

24 CHAIR AHMADI: Okay. And then prior to this job  
25 you have had quite a variety of jobs for short durations.



1 MR. SILVA: Yes.

2 CHAIR AHMADI: Do you find your current job  
3 satisfying?

4 MR. SILVA: Actually, quite so, yes.

5 CHAIR AHMADI: Okay. If selected as a  
6 Commissioner, and I think in response to question number  
7 one you also mentioned that you have a family and you have  
8 to have a job, are you -- how much time would your current  
9 job or how much time do you put in your current job?

10 MR. SILVA: I do work 40 hours a week.

11 CHAIR AHMADI: Okay.

12 MR. SILVA: And so, I do have some flexibility  
13 there for when the Commission's work begins. I can work  
14 by remote. I can work a flexible time schedule. I also  
15 have time off, personal leave, vacation.

16 I believe the bulk of the Commission's work is  
17 from May to September, so which would cover quite a bit of  
18 the summertime, so that's a period during the year where I  
19 have more flexibility.

20 Thinking about that, it's really important for me  
21 to stay connected to my community, to stay connected to  
22 what I feel, I believe makes me qualified to be here. I  
23 feel that overall having to work makes me a representative  
24 of the majority of Californians, of the citizens, really.

25 And I do have some concerns, such as I know there

1 is compensation for working on the Commission, but there  
2 was one thing I wasn't sure about and that was benefits,  
3 medical benefits. I need to make sure that my family  
4 stays insured.

5 CHAIR AHMADI: So, it sounds like you -- you're  
6 intending to keep your current job?

7 MR. SILVA: I intend on keeping my current job,  
8 yes.

9 CHAIR AHMADI: Okay. And what is -- what is your  
10 estimate of time needed by the Commissioners on a weekly  
11 basis?

12 MR. SILVA: On a weekly basis? I haven't made an  
13 estimate. I know that working on the Commission, it takes  
14 priority, and I know that whether it's just -- it's more  
15 than full time, that's a commitment that I can make.

16 In fact, in my life, and if you look at my work  
17 history, I think you can tell that I quite often have been  
18 working more than one job at a time.

19 CHAIR AHMADI: Uh-hum.

20 MR. SILVA: So, while I was working as a builder I  
21 was also swim coaching.

22 While I first started working for Oakland Unified  
23 I was still swim coaching.

24 And then -- and, actually, at one time I was  
25 working at Oakland Unified, my family needed extra income

1 so I was working over the weekend and I was also taking  
2 classes to finish my degree.

3 So, I'm a very -- I'm a person who really enjoys a  
4 lot of work, someone who enjoys to be really busy and I  
5 really believe that actually enhances my capabilities.

6 CHAIR AHMADI: And to tell you the truth, I'm very  
7 impressed with how you managed all these responsibilities  
8 and still go to school, and just get your degree.

9 I'm not clear about your availability, so let me  
10 just make sure that I understood.

11 You intend to keep your current job, which is you  
12 mentioned about 40 hours a week, but you also mentioned  
13 that you will be putting more than 40 hours a week for the  
14 Commission, if it requires.

15 Did I hear you correctly or how would you do that?

16 MR. SILVA: Well, actually, how I intended to work  
17 that out is by seeing how much time the Commission's work  
18 requires of me and then going to my job and letting them  
19 know how many hours I needed to reduce from my workload,  
20 if that is what needed to take place.

21 CHAIR AHMADI: So, you have the flexibility to  
22 reduce your hours?

23 MR. SILVA: I do have the flexibility and if it's  
24 required -- and so that's the part where I definitely need  
25 to make sure that I keep my health benefits, and so I

1 don't want to reduce my workload at Oakland Unified, I  
2 think it might be at 30 hours where I would lose my  
3 benefits. Unless there was, you know, for me to be able  
4 to keep benefits while not working at Oakland Unified.

5 CHAIR AHMADI: Okay.

6 MR. SILVA: Somehow through the Commission, or  
7 maybe through a program at Oakland Unified.

8 CHAIR AHMADI: But you are willing to put as much  
9 time as you can on the Commission's work?

10 MR. SILVA: Absolutely. I am willing to commit  
11 what I need to, even if it includes taking time off, full  
12 time, from Oakland Unified.

13 CHAIR AHMADI: Okay, thank you so much.

14 When you were describing -- in your response to  
15 question number two you were describing your experience  
16 with this project, where the discussions became so  
17 contentious and there were so many factors in play to  
18 hinder the purpose of the project.

19 And can you tell us what was your role at the  
20 beginning of that? Was that a committee or a commission?  
21 I'm sorry, I missed that part.

22 MR. SILVA: Well, it was multiple departments  
23 coming together, and so we were integrating a couple of  
24 different information systems.

25 CHAIR AHMADI: Uh-hum.

1 MR. SILVA: So, we had a main information system  
2 for our human resources department and then there was one  
3 that we had to use for our substitute information system.

4 CHAIR AHMADI: Uh-hum.

5 MR. SILVA: And so, initially, I was working on  
6 this other information system and I was basically  
7 providing technical expertise on this second information  
8 system.

9 CHAIR AHMADI: Okay. Okay.

10 MR. SILVA: And so, I wasn't quite sure or  
11 knowledgeable in the main information system and so, as  
12 the project moved forward, I learned more about the main  
13 information system and that's where I was able to -- with  
14 my knowledge increase I was able to identify some risks  
15 for the plan, itself.

16 CHAIR AHMADI: That's when you stepped up and  
17 tried to resolve the problems?

18 MR. SILVA: Right. But it wasn't just myself, I  
19 have to give credit to other leaders who were also  
20 present.

21 However, there were other project managers who  
22 didn't have the technical expertise and so where their  
23 intuition was that there might be some problems, that's  
24 where I was able to step up and say, you know, I think  
25 there's a problem and it's because of this. And I was

1 able to articulate it in a way that they could understand  
2 and see that we did have some points of failure.

3 CHAIR AHMADI: Okay. Okay, thanks again.

4 I have a few questions based on your application  
5 material. First off, you mentioned that you share your  
6 labor disputes with your former employer and also you have  
7 one with your current employer?

8 MR. SILVA: Yes.

9 CHAIR AHMADI: Can you give us some details about  
10 these cases, to the extent you can? You know, there may  
11 be some confidentiality issue, I don't want to hear that.  
12 But to the extent you can in terms of, you know, about the  
13 context or --

14 MR. SILVA: Well, the first one was with a small  
15 business, a concrete and recycle glass, countertop  
16 manufacturer.

17 CHAIR AHMADI: Uh-hum.

18 MR. SILVA: And it was a small business and it had  
19 quite a bit of potential, and it was a case where those of  
20 us who were working there, we were promised that if the  
21 company did well, you know, we would become partners, and  
22 so we were very -- all of us were very much invested in  
23 the success of the company.

24 CHAIR AHMADI: Uh-hum.

25 MR. SILVA: However, the business began to fail.

1 And so, when that happened I was one of the -- you know, a  
2 part of the team, and so I did everything I could to keep  
3 the business afloat. I worked, you know, all hours of the  
4 night, came back early morning, sometimes slept there. I  
5 paid for business expenses out of my own pocket.

6 But as it would have, the business did fail. And  
7 so, I remember when the president of the company pulled us  
8 together and laid us off and issued our checks.

9 And, actually, let me step back. As the business  
10 was failing, I also remember that, you know, when we lost  
11 our benefits, when we didn't meet payroll, and so it was a  
12 very difficult and trying time.

13 And so, but yes, the business failed, we were laid  
14 off. However, the owner had a change of our heart and  
15 cancelled our paychecks at the end, so our last checks  
16 moving out, he had them cancelled.

17 So, that was the basis of my dispute with the  
18 Labor Commission is that I wanted to make sure that I  
19 earned or, you know, fulfilled my right to be paid for the  
20 hours that I worked.

21 And there was also some other issues as far as the  
22 owner passing blame onto the workers as for the cause of  
23 the business failing, so I felt it was really important to  
24 set the record straight.

25 And so that's why, when going through the process

1 at the Labor Commission there was one point where I was  
2 offered a settlement, but at that point it was really  
3 important for me to see the process through. And so, at  
4 some point it was less about recouping my losses and  
5 getting the final resolution, the document that told me  
6 that, yes, I was right and that the case was closed.

7 With my current employer, it was when I was  
8 working with the previous department, with the Department  
9 of Research, Assessment and Accountability.

10 And there our district had -- it was an  
11 interesting time and there was quite a bit of politics  
12 involved. The State had taken over the district. Our  
13 department had recently been redesigned. We had new  
14 management, a new director, new coordinator.

15 And the director had planned a redesign of our  
16 assessment system, so he had more than doubled the number  
17 of assessments that our students would take and wanted to  
18 create new tests, new math, ELA tests across the board.

19 And so, it was with the delivery and  
20 implementation of these new assessments where there were  
21 problems. Deadlines were missed, the quality of the  
22 assessments was really bad, some questions had to be  
23 scratched. Some of the assessments had to be counseled --  
24 excuse me, cancelled.

25 And, you know, it took quite a bit of time out of



1 the teachers' and students' days.

2 For example, some of the teachers were receiving  
3 the wrong tests, like bilingual classes were getting tests  
4 in English, or answer sheets were bubbled against --  
5 excuse me, scored against the wrong answer sheet.

6 That might be a little more detailed that you want  
7 to know about that problem.

8 CHAIR AHMADI: No, that's fine.

9 MR. SILVA: But, basically, the teachers and the  
10 students were experiencing the costs of some serious  
11 mistakes and they were paying the price for those  
12 mistakes.

13 But my management had shifted the blame and so,  
14 you know, that was something that while I was working  
15 there, and for myself, I had just transitioned from  
16 becoming a consultant to an employee, so it was really  
17 important for me to keep my job. We just had a new baby  
18 in the house and so my benefits hadn't kicked in, yet, so  
19 that was another thing that I was concerned about my  
20 employment because I did -- when I made my concerns known  
21 to my management, I was met with some opposition and I did  
22 see that other folks in our -- in my department, that were  
23 on another team, on our accountability team, when they  
24 were having conflicts with our director, they ended up  
25 leaving the department as a whole.

1           And so, there was quite a bit of people leaving  
2 the department and --

3           CHAIR AHMADI: So, you were not the only one that  
4 had this concern?

5           MR. SILVA: As far as the assessments, I was in a  
6 unique position because I was one of the only people who  
7 really understood the historical or had institutional  
8 knowledge of the existing assessment system and could see  
9 the problems of what was causing the new -- the new  
10 failures.

11           And so, there were other people in my department  
12 who couldn't really describe to other folks what -- why  
13 our department was failing.

14           And so when, for example, my coordinator went  
15 to -- or held meetings with principals, she would say the  
16 problem is with the information system, the information is  
17 what caused these sorting problems.

18           Or the director might have said, well, the reason  
19 why we missed our deadlines is because another department  
20 wasn't able to keep up with their deadlines.

21           Or they also shifted blame to the vendor. But  
22 since I had been through there, I could see that we were  
23 responsible for the errors.

24           And when I finally, actually did speak up, that's  
25 when I had been actually -- my managers had --

1 CHAIR AHMADI: They were not happy?

2 MR. SILVA: They were not happy, to say the least  
3 they were not happy. But the word I was, you know, going  
4 to say is they punished me. In short, that's really what  
5 they did.

6 CHAIR AHMADI: What was the punishment?

7 MR. SILVA: Basically, they pulled me from all of  
8 my work responsibilities, pulled me out of my office.  
9 They gave me a bogus review and put me on an incredibly  
10 impossible probation to adhere to. They directed me not  
11 to speak to other people in other departments.

12 And they, themselves, started -- stopped  
13 communicating with me.

14 So, I was pulled out of my office and people  
15 stopped talking to me because they were fearful of, you  
16 know, having the same types of problems with my director  
17 and with my coordinator. And so, it was at the same  
18 time --

19 CHAIR AHMADI: When you say pulled out of your  
20 office --

21 MR. SILVA: Yes.

22 CHAIR AHMADI: -- you mean you were relocated, or  
23 you were --

24 MR. SILVA: Actually, I was relocated from my  
25 office space that I had held for, you know, two years, and

1 to a different place so that I could be monitored. And I  
2 had to check in and check out every day, and provide  
3 documentation of everything that I did for that day. So,  
4 it was pretty harsh treatment.

5 CHAIR AHMADI: So, they were retaliating?

6 MR. SILVA: Retaliating, yes.

7 CHAIR AHMADI: Okay.

8 MR. SILVA: And so then I did -- when that did  
9 happen I did utilize the tools that were available to me.  
10 I did use the terms of my union contract and I also filed  
11 a complaint with the ombudsperson.

12 And so, I really did see -- again, taking the  
13 example from the Labor Commissioner, is that I did believe  
14 that I could speak up and even if I was retaliated  
15 against, that I had tools that I could use to defend  
16 myself.

17 So, first, I made the decision that I need to  
18 speak up and then I was able to employ tools that  
19 protected us as employees, and it did come to a good  
20 resolution.

21 CHAIR AHMADI: With your former employer, what is  
22 your opinion about why the business were failing?

23 MR. SILVA: There were quite a -- well, one of the  
24 key problems is that we expanded during the busiest time  
25 of the year for us. So, when we expanded, we basically

1 shut down our shop. So, for their key months, which were  
2 summertime, we had minimized our income, our incoming  
3 receipts just dropped.

4 And then we also -- the owner of the company had  
5 made some changes to our product and they weren't  
6 sufficiently tested and so we put out a product that had  
7 some failures, and so we ended up having to redo quite a  
8 bit of our work.

9 So, as we moved forward, we kind of fell a little  
10 bit back and then we could never catch up. And, in  
11 addition, we hired quite a bit of people that we couldn't  
12 afford to keep. We also moved into a bigger location, so  
13 we couldn't also afford the rent.

14 CHAIR AHMADI: Okay, so it was more like a  
15 business reason rather than personnel or --

16 MR. SILVA: Absolutely right. There's all these,  
17 if you tracked it, you could definitely see all the  
18 erroneous business decisions that had caused the failure.

19 CHAIR AHMADI: Okay. I know I'm running out of  
20 time.

21 MS. HAMEL: One minute.

22 CHAIR AHMADI: One minute. Okay, I'll wait.

23 Thank you so much.

24 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

25 VICE CHAIR CAMACHO: Thank you. Good afternoon,

1 Mr. Silva. Go ahead, take a drink, please do.

2 MR. SILVA: Thank you.

3 VICE CHAIR CAMACHO: You indicated in your  
4 application that your endurance athlete skills and  
5 abilities would be useful to the Redistricting Commission.  
6 In what ways would they be useful?

7 MR. SILVA: When I had put that in, I was really  
8 thinking about the time commitment and the toughness of  
9 working with tons of information, and going to public  
10 meetings, and something that I'd been able to learn for  
11 myself and been able to develop through training for very  
12 long trail races is endurance.

13 And so, I've been able to develop endurance and  
14 I've also been able to know my limitations. And a really  
15 important part of that is recovery.

16 And so, for example, if you have -- if you're  
17 training for a 50-mile race and you have a 20-miler the  
18 weekend before, you need to be able to make sure your body  
19 recovers for your big event.

20 And so, those were things that I were thinking  
21 about relating to the Commission's work as far as having  
22 intensive meetings, intensive training, just having an  
23 intensive schedule that required a lot of mental and  
24 physical work.

25 And also, as far as training for endurance events,

1 it's extremely important to be disciplined. And so, when  
2 it's been raining for two weeks straight your warm is nice  
3 and comfy, and you're tired, and it's 4:00 a.m. and you  
4 get outside, and you go running.

5 And that's something, actually, that I really  
6 enjoying so it's not tough for me to do so much anymore.  
7 But initially, just hitting my targets day in and day out,  
8 always seeing a goal and being able to work towards that  
9 goal, so that's something that I believe training for  
10 endurance events I think helps prepare me for Commission  
11 work.

12 VICE CHAIR CAMACHO: Okay. I know you said that  
13 you didn't direct any meetings, but I noticed that you  
14 participated in numerous volunteer activities. And I was  
15 wondering, perchance were you ever on the board where you  
16 were a member? Maybe not directed the meeting, but were a  
17 member of a board or a committee?

18 MR. SILVA: No, no.

19 VICE CHAIR CAMACHO: Did you -- you kind of talked  
20 about that you did attend meetings?

21 MR. SILVA: Yes.

22 VICE CHAIR CAMACHO: What type of meetings did you  
23 attend?

24 MR. SILVA: Meetings that -- like, for example, at  
25 Oakland Unified the meetings are mostly related to how our

1 IT products support our business users. And so, we a lot  
2 of times have different departments come in and if we have  
3 certain problems to discuss, I'm there to provide input,  
4 I'm there to work on developing a plan.

5 Sometimes for meetings, for example, if we're  
6 having a substitute kickoff for teachers at the beginning  
7 of the year, I might come in and address a large crowd.

8 And when I do so it's as primarily the technical  
9 expert for an information system or for some type of web  
10 application.

11 VICE CHAIR CAMACHO: So, these meetings that you  
12 do have, and you do work for Oakland Unified School  
13 District and there's quite a few schools, when you give  
14 these presentations do you -- are they quite large crowds?

15 MR. SILVA: Right, yes. So, sometimes there could  
16 be 300 people in the crowd, sometimes there are rooms that  
17 might only fit 40 people, but then there will be a 45-  
18 minute session, bring in another group of 40 for 45  
19 minutes, bring in another group of 40. So, within a day  
20 we can, or myself, do a presentation for a couple hundred  
21 folks in a short time.

22 Primarily, the meetings that are day-in and day-  
23 out are probably around a dozen people.

24 VICE CHAIR CAMACHO: At these various meetings,  
25 you know, the large groups or the smaller groups, do you



1 do like question and answer type of sessions to get  
2 feedback?

3 MR. SILVA: Absolutely, yes. And so, you know,  
4 that's built in to some of the presentations that I give,  
5 where I might do a quick summary, have a PowerPoint  
6 presentation and then open up the floor to questions.

7 VICE CHAIR CAMACHO: Have you attended any of the  
8 school board meetings, or your city council meetings, or  
9 seen them maybe on TV?

10 MR. SILVA: Yes, yes. And so, actually, the city  
11 I live in, I have seen some of our meetings on TV and have  
12 attended on one occasion and spoke.

13 I also have been a volunteer for or a member of my  
14 son's school's sci council, so that's another case where I  
15 take part in my community's -- or in the local schools,  
16 one of the commissions there.

17 But as far as attending Oakland Unified Board  
18 meetings, I have been interested in going but they are  
19 during the week, and the evening, and the agreement so far  
20 with my wife is that if it's a weekend -- because my wife  
21 actually does work on evenings, so in order for me to make  
22 time for anything in the evening, it should be that I come  
23 home.

24 And, actually, I wanted to mention that in  
25 addressing question number one, as far as time commitment,

1   that I have spoken with this about -- with my wife, and so  
2   she knows that. And my kids do know, also, that if I am  
3   on the Commission, you know, there's going to be a lot of  
4   family time that I'm just not going to be able to enjoy,  
5   and so I acknowledge that that's going to happen.

6               VICE CHAIR CAMACHO: What would you do -- this is  
7   a scenario, so I can set it up for you.

8               MR. SILVA: Sure.

9               VICE CHAIR CAMACHO: What would you do if you  
10   could draw a majority/minority African American community  
11   or a Hispanic community, the Commission is split on what  
12   they want to do, what information would you need to  
13   resolve this issue and how would you approach the issue?

14              MR. SILVA: So, the scenario, can you please  
15   describe the scenario again?

16              VICE CHAIR CAMACHO: Oh, no problem.

17              Okay. What would you do if you could draw a  
18   majority/minority African American community or a Hispanic  
19   community?

20              MR. SILVA: Uh-hum.

21              VICE CHAIR CAMACHO: The Commission is split on  
22   what they want to do, what information would you need to  
23   resolve this issue and how would you approach the issue?

24              MR. SILVA: Well, I believe I would approach the  
25   issue by first assessing why the Commission was split.

1 And so, I would need to know the criteria involved or the  
2 logic involved. I would need to know why the Commission,  
3 including myself, why am I make a certain recommendation.

4 And so, I would then need to, by applying the  
5 rules and laws of Proposition 11, the Voters Rights Act,  
6 the other criteria, because there is a priority and so I  
7 would need to use that, also. But, basically, I would  
8 need to put a value to certain -- certain recommendations.

9 And so, there would be a lot of things that I  
10 would need to look at, whether it's race or whether it's  
11 some other issues that can bind communities together. But  
12 I would really need to research the issues and I would  
13 really need to be able to draw out as much information  
14 that I can.

15 When I did have the information available, then I  
16 would go through a process of validating or verifying any  
17 decisions or ideas that I might come up with.

18 And so, that would be the process that I would  
19 take. And within that process, when I would draw out  
20 information, it would definitely require finding out what  
21 others thought, and so that would be really key to any of  
22 my decision making is to really find out what all the  
23 issues are. And so, that would be it.

24 VICE CHAIR CAMACHO: Now, after you've discussed  
25 with everybody and gathered the information that you

1 needed, what would you do at that point?

2 MR. SILVA: Once we have all the -- once I had all  
3 the information together?

4 VICE CHAIR CAMACHO: Yeah.

5 MR. SILVA: And if I was ready to make a  
6 recommendation, I would make a recommendation and I  
7 would -- I would -- I guess I'm not quite certain of --  
8 can you please explain a little bit?

9 VICE CHAIR CAMACHO: No, no problem. You've  
10 gathered all this information that you needed --

11 MR. SILVA: Yes.

12 VICE CHAIR CAMACHO: -- and you've probably talked  
13 to legal counsel and you've said that you've talked to  
14 other members of the Commission, what you have is you have  
15 a split on the Commission --

16 MR. SILVA: Uh-hum.

17 VICE CHAIR CAMACHO: -- and now you've got to  
18 present this information to them; how would you do that?

19 MR. SILVA: Well, actually, I have an assumption  
20 that when the Commission comes together that the  
21 Commission will develop a process for these types of  
22 scenarios, and so I believe there will be some type of  
23 protocol to follow. So that if that type of scenario took  
24 place, that I would be able to perhaps call for a meeting,  
25 bring everyone together, and it would have to be a public

1 meeting, so there would have to be public notification,  
2 and then I would present all of my findings.

3 And in doing so I would provide detailed analysis  
4 and would do so in a way that, hopefully, could be  
5 understood by the entire audience.

6 And then I would, after providing any of my  
7 recommendations, with my background information, I would  
8 also ask for input. And then I imagine at some point, if  
9 there is a conflict that it would have to be resolved.

10 So, I imagine that we would then, with the  
11 developed process, have to vote. And so, that's what I  
12 believe would happen.

13 VICE CHAIR CAMACHO: Okay. I have another  
14 scenario for you.

15 MR. SILVA: Okay.

16 VICE CHAIR CAMACHO: Each Commissioner will bring  
17 to the Commission his or her own unique set of skills. As  
18 you look across the Commission what unique skills would  
19 you hope the other Commissions possess that would  
20 complement yours?

21 MR. SILVA: Did you say skills or unique  
22 qualifications?

23 VICE CHAIR CAMACHO: Either. I said unique  
24 qualifications at the beginning.

25 MR. SILVA: Qualifications.

1           VICE CHAIR CAMACHO: Unique set of skills.

2           MR. SILVA: Unique set of skills. And so, one of  
3 the skills or one of the key skills I do have is that I'm  
4 very good at learning new information, I'm very good at  
5 learning new sets of skills. And if you look at my work  
6 history I have moved from two years to trying to do  
7 something else, which could be a very difficult and  
8 challenging thing to do.

9           So, one of the things that I would like to see  
10 from other Commissioners is someone who is an expert in  
11 their field, someone who is extremely well qualified,  
12 someone who is a legal expert, someone who really  
13 understands election law, Proposition 11, someone who  
14 could even mentor.

15           I recognize that I do have weaknesses and as far  
16 as in the areas of law, in the areas of directing public  
17 meetings, but I do believe that experience is something  
18 that I'd really like to see when I look across the table.

19           And it's not just limited to work experience, it's  
20 also life experience. And so, I really would hope to see  
21 other Commissioners who have a really diverse background.

22           And also, when I think about skills that other  
23 Commissioners have that would complement mine, I tend to  
24 be a person who is reflective, someone who, when ideas are  
25 brought out and arguments come out, sometimes I reflect

1 and I might need to really think about something before I  
2 can pull out what I believe in.

3 And so, one of the things I really like when I  
4 work in groups is when other people just bring out their  
5 opinions and they're really strong and even forceful. And  
6 so, I really like when there are strong opinions, I really  
7 like when there are some -- some conflict, actually.  
8 Which is really interesting, when I was trying to answer  
9 question number two, initially, I couldn't really  
10 remember, I thought I don't really have any conflicts, or  
11 remember any conflicts.

12 But then as I reflected, I realized that sometimes  
13 that's all I did was deal with conflicts day in and day  
14 out. And so, actually, the more wild the conversation can  
15 be or it's I'm actually -- I can enjoy some very live  
16 conversation, I can handle very -- yeah, enjoy tough,  
17 tough moments, tough experiences and so --

18 VICE CHAIR CAMACHO: You talked about you'd like  
19 to have people on the team that would have some strong  
20 opinions.

21 MR. SILVA: Uh-hum.

22 VICE CHAIR CAMACHO: Would you be able to also  
23 voice your opinion out there and not be missed?

24 MR. SILVA: Yes, absolutely. And so, I, myself,  
25 do have strong opinions. My opinions usually come out in

1 a little bit more careful way, I think a little bit longer  
2 before I express them. So, that's actually a skill that I  
3 think that I need to develop more, and that working on the  
4 Commission I will bring up.

5 But absolutely, yes, if you know the people or  
6 have met the people I work with, you would actually  
7 realize that I do have a strong voice and usually my voice  
8 is quite direct. Sometimes it is in written form,  
9 sometimes it is -- requires a lot of background  
10 information. But, absolutely, when it comes to being  
11 heard, I can make that happen.

12 VICE CHAIR CAMACHO: Thank you, that was my last  
13 question.

14 MR. SILVA: Uh-hum.

15 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

16 PANEL MEMBER SPANO: Good afternoon. Earlier -- I  
17 just want to confirm something to make sure I heard it  
18 right. When you were discussing the first case that you  
19 filed with the California Labor Commission and you said --

20 MR. SILVA: Yes.

21 PANEL MEMBER SPANO: -- at the end of your  
22 discussion that the case was closed or --

23 MR. SILVA: It was resolved, yes.

24 PANEL MEMBER SPANO: It was resolved?

25 MR. SILVA: So, I did get a document and a check



1 for my wages.

2 PANEL MEMBER SPANO: Okay. And in the second  
3 event, where you filed a complaint with the current  
4 employer's ombudsman?

5 MR. SILVA: Uh-hum.

6 PANEL MEMBER SPANO: What did you -- why did you  
7 feel that going to the ombudsman was needed and working  
8 out the problem internally would not work?

9 MR. SILVA: Actually, I did try to work out the  
10 problem internally. When problems were coming up I first  
11 voiced my concerns in team meetings, and then in  
12 subsequent team meetings, and that was a case where my  
13 voice wasn't being heard.

14 And so then I wrote e-mails, and then I met face-  
15 to-face, asked for meetings. And so, it wasn't until,  
16 really, it was the only option I had to me and it was  
17 actually I brought a case before my union representative,  
18 and so they had actually advised me to file a complaint  
19 with the ombudsman person as one of the tools that were  
20 available to me.

21 PANEL MEMBER SPANO: Is there anything you would  
22 do differently the next time similar issues came to your  
23 attention?

24 MR. SILVA: As for the first instance --

25 PANEL MEMBER SPANO: The second one?

1           MR. SILVA: Or the second one, I think I would  
2 have acted a lot quicker. And so, I think I had some  
3 hesitation. And so, one of the things I did do was keep  
4 careful documentation, so that when I did need to defend  
5 myself I had really reams of documentation that I really  
6 needed to consolidate and summarize so that when I pleaded  
7 my case I had to do so in a pretty succinct, compelling  
8 way.

9           And so, if I had acted sooner maybe there would  
10 have been less materials that I needed to draw from.

11           But I think, absolutely, if I could do it over  
12 again I would be more forceful. I was somewhat  
13 intimidated because this was my first public type job. I  
14 only had worked in small business or private firms and  
15 so -- and my managers were considered experts in their  
16 field, and I didn't have the K-12 background.

17           So, when I brought up my concerns, you know, a lot  
18 of the pushback I got was, well, you don't know because  
19 this is not what you do. And the reason why I did have  
20 concerns was because of intuition, intuition from the  
21 skills that I had developed in other areas.

22           So, I had worked as a project manager, I did know  
23 logistics, so those were the things that I saw.

24           I might not have understood some of the curriculum  
25 pieces of an assessment, but I could tell that the lines

1 were going to be missed and that there was some disconnect  
2 between parties.

3 PANEL MEMBER SPANO: How does this experience  
4 contribute to your fulfilling the role of a Commissioner?

5 MR. SILVA: I think it can do so in two ways. One  
6 is that by following a process and so I think when I went  
7 through that experience and I followed, I spoke in  
8 meetings, I followed up with e-mails, I spoke face-to-  
9 face, and when that didn't work I utilized additional  
10 tools. And so, I followed, I think, a very logical and a  
11 very smart protocol.

12 And so, I think as far as working for the  
13 Commission that I'll be very process based.

14 The other way is just that I think from that  
15 experience that, you know, there was an actual instance,  
16 there was a point of time when I was concerned for my own  
17 employment, I was concerned for my own status, but I  
18 decided that that wasn't the important issue.

19 And so, I think that I really developed a strong  
20 sense of that I needed to act because there was a right  
21 and there was a wrong and I need to stand on the side of  
22 right.

23 And so, I think how I could bring that into the  
24 Commission is that I really have strong beliefs as to  
25 following process, following the law so that when it comes

1 to anything that might not sit well with me I'll be very,  
2 very careful and absolute to make sure that all  
3 requirements are met to meet any type of law requirement.

4 PANEL MEMBER SPANO: You mentioned in your  
5 application that politically you believe voter  
6 participation is the ultimate goal for achieving true  
7 democracy for our State.

8 And you stated, for example, you can be sincerely  
9 proud, happy, and accepting a political outcome that you  
10 disagree with if we are able to achieve an instance of  
11 intelligent, free, thoughtful and full voter  
12 participation.

13 MR. SILVA: Uh-hum.

14 PANEL MEMBER SPANO: Explain why voter -- full  
15 voter participation is the ultimate goal for achieving  
16 true democracy?

17 MR. SILVA: So, one of the things that in our  
18 elections that -- that depresses me, it's something that  
19 I'm not happy with, is just our voter turnout. And so, we  
20 see that with our election results, how many people voted,  
21 how many percentage of the actual voter registrants voted.

22 And so, one of the things I really like to see is  
23 just people come out and vote and regardless of the issue,  
24 as long as people come out and vote that is an  
25 achievement, that is something where people are involved.

1           And so, I think that's something that's really  
2 important to me. For example, in my own community, in  
3 Albany, it's a really small town and a few years back  
4 there was an issue that kind of split the community.  
5 There were some folks who were in favor of a mall being  
6 built on our shoreline, and that there was a side that  
7 wanted it to be open space.

8           And I sat on one side and I did become involved,  
9 and it was actually quite amazing how this little, small  
10 community, where it seemed really politically quiet just  
11 came up and actually became really boisterous about this  
12 one issue.

13           And so, I remember that one of my neighbors was on  
14 the other side and he actually was running for council,  
15 and that's one of the ways that this argument had been  
16 manifested is in who was going to be on the council. Do  
17 you vote for the council members who are on one side or  
18 the council members who are on the other side.

19           And so, you know, that was something that I  
20 remember thinking was that I'm so happy that even though  
21 someone was on the other side that they're that involved  
22 in our community and that are running for our council, and  
23 then running again. So, that's something that I would  
24 really like to see in my own community.

25           PANEL MEMBER SPANO: What did you mean by the

1 statement I can be sincerely proud, happy and accepting of  
2 a political outcome that you disagree with if we're able  
3 to achieve an instance of intelligent, free, thoughtful  
4 voter participation?

5 MR. SILVA: And so, when I wrote that and when I  
6 think about my feeling towards that is that -- is that  
7 when there are issues that come up a lot of times I vote  
8 and what I vote for doesn't pass, or something passes that  
9 I voted against. And what bothers me about it is that I  
10 believe that sometimes or at least when I talk to people  
11 who voted in one way or the other way that they didn't  
12 understand what they were voting for.

13 And so, that's what I think about. I think that  
14 there's some confusion when you go to the ballot box, you  
15 read something, and you have an opinion, you check the  
16 box, but you're actually voting against yourself.

17 And so, when I wrote that what I was thinking was  
18 that people really need to be able to know what they're  
19 voting for.

20 And so despite or regardless of what the issues  
21 are, if people could come and out and vote and know what  
22 they're voting about, that's what I really believe is, you  
23 know, having this -- this intelligent thought behind the  
24 vote.

25 PANEL MEMBER SPANO: Is striving for full voter

1 participation within the responsibilities of the Citizens  
2 Redistricting Commission?

3 MR. SILVA: No, it's not. It's not. I don't  
4 believe -- I think it's an excellent goal, but I don't  
5 believe that's part of Proposition 11. Proposition 11 is,  
6 to me, it has its own scope.

7 And I don't know how you can have Commission's  
8 work can really be measured against voter numbers. So,  
9 there's so many issues involved with voter participation  
10 and so it's not just the Commission's work.

11 PANEL MEMBER SPANO: Can you tell me why  
12 appreciation for California's diversity is so important to  
13 redistricting?

14 MR. SILVA: I think it's really important to have  
15 the appreciation for California's diversity because of how  
16 many different people are in this State, how varying life  
17 experiences there are throughout the State.

18 So, we need to be able to recognize, to find  
19 everyone that's within the State and whether it's, you  
20 know, in the northern part, the central part, the  
21 southern, we need everyone's voice to be heard, so we need  
22 to be able to recognize what those voices are.

23 PANEL MEMBER SPANO: Can you provide us some  
24 examples of ways in which California's rich diversity  
25 impacts voter preferences?

1           MR. SILVA: Examples of how California's diversity  
2 impacts voter preference?

3           PANEL MEMBER SPANO: Examples of some ways in  
4 which California's rich diversity impacts voter  
5 preferences?

6           MR. SILVA: Absolutely.

7           PANEL MEMBER SPANO: Uh-hum.

8           MR. SILVA: There are geographical, there may be  
9 racial, economical. A specific example could be with  
10 water usage, as far as whether it's for using water for  
11 communities or for the farming industry.

12          PANEL MEMBER SPANO: Uh-hum.

13          MR. SILVA: It could be with how people travel,  
14 how they commute to work, whether it's public  
15 transportation or whether they're driving, or they have  
16 five-hour commutes to and from work.

17          And it could also be with their living  
18 environment, whether it's pollution. It could be with  
19 their water, the quality of their water. It could be with  
20 noise pollution, living by an airport.

21          And so, those are, I would say, specifically more  
22 regional, geographical, but those are a few examples.

23          PANEL MEMBER SPANO: Thank you.

24          You mentioned in your application traveling  
25 throughout California and living in both Southern and



1 Northern California has also instilled in you a great  
2 appreciation for how wildly diverse California's  
3 population is in the context of its geography.

4 Can you tell us about how wildly diverse  
5 California's population is in the context of its  
6 geography?

7 MR. SILVA: So, I could give you one example where  
8 a few months ago I had volunteered for a friend of mine,  
9 who was running a hundred-mile race and it was up in  
10 Tahoe, and so being up there --

11 MS. HAMEL: Five minutes.

12 PANEL MEMBER SPANO: Thank you.

13 MR. SILVA: -- I had met some folks who actually  
14 live in that area or in the mountainous areas. And so,  
15 while I was at one aid station and throughout the evening,  
16 throughout the night, actually, I spent about 25, 26 hours  
17 there, and as runners came in and came out throughout the  
18 night I got to speak with folks who live in a cabin, who  
19 live in the snow, who, you know, have a definite different  
20 life experience than the one I have, where I -- every  
21 morning I might hop on my skate or my bike to take the  
22 subway or bus to work. So, that's like one example.

23 Another example is just when every summer my  
24 family goes to Orange County, just to have a bit of a  
25 break, and so we get to experience the beach life. And

1 so, that's definitely, I think, a widely diverse compared  
2 to --

3 PANEL MEMBER SPANO: To Albany?

4 MR. SILVA: To Albany, yes. And so, yes, you  
5 don't even know what time it is, you just go out and, you  
6 know, you're at the beach, you're in the water, you're at  
7 the ocean and, you know, time -- it's just the whole sense  
8 of existence is different.

9 It's different as opposed to, for example, if  
10 you're in San Francisco, I mean, you get out and there's  
11 just buildings, and there's just the hustle and bustle.

12 And, for example, in Albany, if you're just  
13 running down the street and a car comes and it comes a  
14 little bit too close, you think what's going on here, you  
15 know, the person should have been more mindful.

16 You go to San Francisco and there's, you know, a  
17 thousand people on the street, a car goes over the curb  
18 and you don't think anything about it, it's like "ah."  
19 So, that could be another example.

20 PANEL MEMBER SPANO: Yeah, I guess a normal  
21 occurrence would be to hit somebody in San Francisco.

22 MR. SILVA: Yeah.

23 (Laughter.)

24 PANEL MEMBER SPANO: Can you tell me what you  
25 expect to be the more challenging duties and

1 responsibilities of the Citizens Redistricting Commission?

2 MR. SILVA: The most challenging? I think sifting  
3 through the data. I do not know what the data will look  
4 like and I don't know what the software tools look like,  
5 and so I'm actually really eager to see, you know, have an  
6 opportunity to have a user account to actually pull out  
7 what the reporting -- or the results that the software  
8 application can generate.

9 Understanding the law and being able to apply the  
10 law, I think that will be extremely challenging. That, I  
11 think, will actually be, probably, the most challenging is  
12 just being able to understand the law, having to, you  
13 know, consult the counsel. And being able to really,  
14 really understand and weigh, you know, the costs and the  
15 benefits of deciding one way versus another.

16 PANEL MEMBER SPANO: Do you foresee challenges in  
17 incorporating public testimony in the decision making of  
18 redrawing the lines?

19 MR. SILVA: I do. And, actually, I was thinking  
20 about that as far as how do we really engage the  
21 community. And even though, you know, I come from a  
22 community, I might not necessarily be the best suited to  
23 engage it.

24 And so, that same could be said, you know, there's  
25 going to be 14 Commissioners, not all of them could go out

1 and engage the community, but there's going to be --  
2 require staff to do that.

3 So, I think that's going to be an extremely  
4 important part of the Commission's work is dedicating  
5 resources to finding the right people in all the  
6 communities to really engage their -- the folks that live  
7 there.

8 MS. HAMEL: One minute.

9 PANEL MEMBER SPANO: I'll stop right here. Thank  
10 you.

11 MS. RAMIREZ-RIDGEWAY: Panelists, are there  
12 follow-up questions?

13 CHAIR AHMADI: I don't have any.

14 MS. RAMIREZ-RIDGEWAY: Hi, Mr. Silva. Have you  
15 worked with support staff in any of your jobs?

16 MR. SILVA: Support staff, like the help desk  
17 or --

18 MS. RAMIREZ-RIDGEWAY: Just support secretaries or  
19 data entry people. I don't know, support staff, you know,  
20 people who support you?

21 MR. SILVA: I've been support staff so I have -- I  
22 have been a temp worker, so I have entered a work  
23 location, sat down and just done data entry, 10-key. And  
24 people next to me, left and right, the same situation.

25 Working in offices, such as when I was working at

1 Worker's Comp there was underwriting, there was audit,  
2 there was collections so, yes.

3 MS. RAMIREZ-RIDGEWAY: So, you have the  
4 perspective of having been support staff. What's your  
5 philosophy about working, about the role of support staff  
6 and working with them, generally?

7 MR. SILVA: Philosophy?

8 MS. RAMIREZ-RIDGEWAY: Uh-hum.

9 MR. SILVA: General philosophy. Currently, I do  
10 still work with support staff and so the philosophy that I  
11 have with the folks that I work with now is that they have  
12 a really, extremely tough job. They have a comprehensive  
13 job, one that requires probably more diverse skills than I  
14 might need in my own.

15 They need to be able to manage an office, they  
16 need to be able to manage communications, they need to be  
17 able to handle quite a bit of adversity, they need to be  
18 able to handle complaints, they need to be able to handle  
19 a quite a bit of limitations.

20 So, I think my personal philosophy is to really be  
21 patient and to really be, actually, sincerely appreciative  
22 of staff. And so, because I've been there, I know how  
23 hard of a job it can be, I know that it can be mentally  
24 very tough. I know it can be a case where you want to go  
25 home, but someone needs something done, so you spend the

1 extra hours.

2           So, my general philosophy is one that -- that is  
3 developed from personal experience and also experience to  
4 this day.

5           MS. RAMIREZ-RIDGEWAY: As you may have heard me, I  
6 don't know if you've watched the prior interviews, but I  
7 say frequently to Applicants that I think the area of  
8 redistricting the law is ambiguous and the facts may  
9 conflict, and I think this Commission is going to  
10 frequently encounter circumstances where they disagree  
11 about the appropriate application of the facts to the law.

12           What would you do if you thought that the  
13 Commission was making a decision that may not completely  
14 comport with the law and they were clearly going that  
15 direction?

16           MR. SILVA: If the Commission were going in a  
17 direction and I thought conflicted with the law or did not  
18 meet the basic requirements of the law, I would voice my  
19 dissent. I would be very careful, I would be absolutely  
20 sure of what my position was. But, absolutely, if I  
21 didn't believe in something I can't stand by. And so, I  
22 would voice my dissent.

23           MS. RAMIREZ-RIDGEWAY: I don't think I have any  
24 further questions.

25           Panelists?

1 CHAIR AHMADI: No, I don't.

2 MS. RAMIREZ-RIDGEWAY: I'm trying to review my  
3 notes quickly here. Sorry, I can't read my own  
4 handwriting.

5 CHAIR AHMADI: No, I don't.

6 VICE CHAIR CAMACHO: No.

7 MS. RAMIREZ-RIDGEWAY: Ms. Spano, no?

8 PANEL MEMBER SPANO: No, I do not.

9 MS. RAMIREZ-RIDGEWAY: Okay. You have just right  
10 about exactly 13 minutes if you'd like to make a closing  
11 statement.

12 MR. SILVA: Thank you. Well, I'd like to thank  
13 you for allowing me to participate in this process, for  
14 letting my voice be heard.

15 I'd like to thank you for keeping me informed and  
16 for keeping the process open and fair.

17 I believe that I do know what the Commission's  
18 goals are and I know how important it is for the  
19 Commission to succeed.

20 I strongly believe that I have the necessary  
21 skills and the ability to become an excellent  
22 Commissioner, who will make sure all of California  
23 citizens' voices are heard and the reputation -- excuse  
24 me -- representation equal.

25 During the course of this interview I hope that

1 you've been able to get to know me and really see that I  
2 am sincere and honest, that I do care deeply, and that I  
3 am more than ready to dedicate myself completely to the  
4 Commission's work.

5 That's all I have, thank you.

6 MS. RAMIREZ-RIDGEWAY: Thank you.

7 VICE CHAIR CAMACHO: Can I ask one more question?

8 MS. RAMIREZ-RIDGEWAY: I guess so, we have time on  
9 the clock.

10 VICE CHAIR CAMACHO: Okay. Sorry. If you didn't  
11 agree with the direction the other Commissioners were  
12 going and you talked to legal counsel and legal counsel  
13 said this is the direction that it should go in, what  
14 would you do with that information?

15 MR. SILVA: And so, if there was information that  
16 I could use to -- if there were information that I could  
17 use to actually correct myself --

18 VICE CHAIR CAMACHO: Either way?

19 MR. SILVA: I can stand corrected. And so, that's  
20 one of the things that -- that, actually, I do quite often  
21 is when I think up solutions or when I think of issues, I  
22 think of creative ideas, so not all of them work. And so,  
23 but sometimes just the -- or just the practice, or in the  
24 process of thinking of creative solutions I can actually  
25 gain more insight.



1           So, I really do believe that it's important to  
2 really make sure something stands -- can stand up to any  
3 dissent.

4           So, if I were to dissent and if my fellow  
5 Commissioners and if legal counsel were able to compelling  
6 me inform me that, Rob, actually, it should proceed this  
7 way, then I feel that with -- with the trusting  
8 relationships that I would have built, that I can  
9 actually, really go forward and actually trust that we're  
10 going in the right direction.

11           VICE CHAIR CAMACHO: Thank you.

12           MR. SILVA: Uh-hum.

13           MS. RAMIREZ-RIDGEWAY: Any other questions?

14           CHAIR AHMADI: No.

15           MS. RAMIREZ-RIDGEWAY: Did you want to make  
16 another closing statement, Mr. Silva? We try to give our  
17 Applicants the last word.

18           (Laughter.)

19           MR. SILVA: No, thank you.

20           MS. RAMIREZ-RIDGEWAY: Thank you so much for  
21 coming to visit us, I appreciate it.

22           VICE CHAIR CAMACHO: Thank you.

23           PANEL MEMBER SPANO: Thank you.

24           MS. RAMIREZ-RIDGEWAY: Let's recess until 2:44.

25           (Off the record at 2:21 p.m.)

1 (Back on the record at 2:45 p.m.)

2 MS. RAMIREZ-RIDGEWAY: The hour being 2:45 and the  
3 Panelists being present, we also have with us our next  
4 Applicant, Mr. Sandor Mayuga.

5 Mr. Mayuga, are you ready to begin?

6 MR. MAYUGA: Yes, I am.

7 MS. RAMIREZ-RIDGEWAY: Very good. Please start  
8 the clock.

9 What specific skills do you believe a good  
10 Commissioner should possess? Of those skills which do you  
11 possess? Which do you not possess and how will you  
12 compensate for it? Is there anything in your life that  
13 would prohibit or impair your ability to perform all of  
14 the duties of a Commissioner?

15 MR. MAYUGA: In thinking about this standard  
16 question I bifurcated the response into, being a lawyer, I  
17 think one needs both judge-like skills, as well as  
18 business lawyer skills. And let me tell you how I segment  
19 that.

20 I think first and foremost, judge-like skills, you  
21 need to be able to think analytically, be able to analyze  
22 and think about very complex factual information, as well  
23 as applying that factual information in comparison with  
24 the applicable law, much like a judge must do.

25 I think the ability to assimilate the information

1 to truly understand it, and understand the impact of that  
2 information and how it integrates, and how it interplays  
3 with the applicable law will be critical.

4 Another skill I think is necessary is  
5 decisiveness. At some point I think the panel -- the  
6 Commission needs to guard against what I call analysis  
7 paralysis. This is going to be overwhelming information,  
8 I anticipate, and I don't think it should be under  
9 estimated, and I think that at some point, however, the  
10 panel must make the best decision it can make based on the  
11 available information, based on their understanding of the  
12 law. They need to get on with the business of the  
13 Commission and trying to be too perfect can be, I think,  
14 result in some intransigence, where it's not necessary.

15 Another skill that I think is critical is  
16 listening skills. One of the things in my materials, in  
17 the responses to the essay questions, I listed a few  
18 examples of where I developed my listening skills, and I  
19 think it's absolutely, positively critical that the  
20 Commissioners have skills in listening.

21 And not just listening in the usual sense, that  
22 old distinction between you heard me, but you weren't  
23 listening.

24 And I think that the Commissioners need to listen  
25 actively, they need to understand exactly what's

1 underlying the comments being made and how that  
2 interplays, and how that relates, in fact, to the person  
3 actually making the comments.

4           One of the things that I am -- I think, I believe  
5 I mentioned in my background as an Air Force Intelligence  
6 Officer, was the understanding of culture to the  
7 information you're getting, and who is providing that  
8 information.

9           So, cultural diversity and the context in which  
10 the person is providing testimony to the Commission will  
11 be very important, so you must be sensitive to that.

12           The business lawyer type skills that I think are  
13 important, it's consensus building is perhaps the most  
14 important thing. Just to juxtapose that with my brethren  
15 of the litigation bar, my job as a business lawyer for the  
16 last 36 years has been to put deals together, to build new  
17 businesses. That's why I like business law as opposed to  
18 litigation. I like creating something with a positive  
19 result at the end.

20           Business lawyers, while we have the capability of  
21 taking very stern positions on certain issues, we also  
22 have to advise our clients where compromises are  
23 necessary, what issues are important to stand on and which  
24 issues are important to give up on. Because, ultimately,  
25 the best deals that come together are the deals that come

1 together in a win/win situation. So you can't, you know,  
2 take everything off the table. I think, in a business  
3 deal, especially, rarely do you have that kind of  
4 negotiating or bargaining power where you can basically do  
5 a cram-down deal. At least I haven't been on the right  
6 side of those transactions.

7 Another one I think is very important, basically,  
8 as I alluded to earlier, communication skills. And I  
9 think communications not only vis-à-vis the voters, or the  
10 people providing the testimony, but I think everybody else  
11 in the State, who's looking at this Commission for relief  
12 in this area, needs to understand the work of the  
13 Commission.

14 So, communication skills not only in terms of the  
15 interchange at these hearings, but also communication  
16 skills in terms of being able to communicate the work of  
17 the Commission, especially to market the good work that  
18 the Commission will ultimately do.

19 There very well could be misunderstandings about  
20 what the Commission's attempting to do and how it does it,  
21 and I think the Commissioner's must be sensitive to making  
22 sure that the public buys off, understands the good faith,  
23 the hard work, the dedication that was required to redraw  
24 the lines. I think that's critical.

25 Because you can draw the most perfect maps, but if

1   there isn't a public perception that there's an  
2   improvement, or they don't believe there's an improvement,  
3   or they don't believe that the Commissioners acted in good  
4   faith to make improvement, I don't know that you've  
5   accomplished what Proposition 11 was attempting to  
6   accomplish.

7           Of the skills that I possess, at the risk of  
8   sounding immodest, I like to think that I possess all of  
9   the skills that I've just enumerated.

10          If there is anything, perhaps, that I have left  
11   off, I tried to prioritize the most important, what I  
12   thought were perhaps the most important skills for a  
13   Commissioner.

14          To the extent that, for example, I am not as adept  
15   at using whatever programs are going to be used, computer  
16   programs and so forth, I think there will be -- hopefully,  
17   there will be enough staff.

18          A big help will be consultation with counsel. I'm  
19   not an expert in the area of the law that may be at issue  
20   here. However, at least I know how to ask the right  
21   questions. I know -- I look forward to working with  
22   counsel, as a matter of fact.

23          Because I think one thing that lawyers tend to do  
24   is we tend to think we know everything about everything,  
25   and what I would like to do is defer to counsel and to

1 make sure -- I think there's a little humility here that's  
2 necessary by Commission members, especially one that would  
3 be a lawyer.

4 As to whether or not there are any things in my  
5 background that would prevent me from serving as a  
6 Commissioner, I know of nothing.

7 MS. RAMIREZ-RIDGEWAY: Describe a circumstance  
8 from your personal experience where you had to work with  
9 others to resolve a conflict or a difference of opinion?  
10 Please describe the issue and explain your role in  
11 addressing and resolving the conflict? If you were  
12 selected to serve on the Citizens Redistricting  
13 Commission, tell us how you would resolve conflicts that  
14 may arise among the Commissioners?

15 MR. MAYUGA: This is one that's very difficult  
16 because it asks me to choose one instance, and for 36  
17 years this is where I have existed is conflict. People  
18 usually don't need lawyers unless there is some kind of  
19 conflict, whether you're trying to put a business deal  
20 together, build a new business or, indeed, go to  
21 litigation.

22 What I may do, what I will do, I think, is kind of  
23 put together a kind of a composite example of a typical  
24 situation that I might engage in. And I think this will  
25 also illustrate what I was alluding to earlier, when I

1 talked about the different between a business lawyer and a  
2 litigation lawyer, which I think is important.

3 A litigation lawyer, you are to fight like a  
4 junkyard dog on behalf of your client, to be intransigent,  
5 and negotiate the hardest, best deal you can for your  
6 client and present them in court, if necessary.

7 As a business lawyer, I view myself as not only  
8 skilled in knowing the legalities of putting the deal  
9 together, but certainly understanding the business  
10 transaction. If a business lawyer doesn't understand the  
11 underlying business dynamics, he's not very useful to his  
12 client.

13 And in that role I oftentimes have found myself  
14 advising clients about their positions, how to negotiate  
15 them, what issues are important to insist on and what  
16 issues are not so important.

17 A good example of that, for example, and this is  
18 one of my composite examples, years ago I had a merger of  
19 two bank clients, and it was the Hatfield's & McCoy's on  
20 the new board of directors, literally 50/50 exactly  
21 representation.

22 And they went along for years and then came  
23 troubled times in the early 90's, after the S&L crisis.  
24 This board was at each others' throat and it was split  
25 right down the middle.



1           A similar situation recently, but this one was  
2 even more interesting because in 2007 this bank also had  
3 significant loan problems and it was a minority depository  
4 institution that had been licensed by the FDIC in the  
5 State of California, they were at each others' throats as  
6 well.

7           What was important, how I handled this, was try  
8 to, number one, identify as much as possible where the  
9 common areas of agreement were, number one. Try to clear  
10 away the things where there were no disputes.

11           Secondly, you try to advise each side, try to  
12 identify for the parties what their respective positions  
13 are, whether it is, does or doesn't make sense, or does or  
14 doesn't hold water, is or isn't legal, and then you try to  
15 work with them on identifying the consequences of their  
16 respective positions.

17           For example, in the Proposition 11 area, and this  
18 may kind of veer over into the second half of the  
19 question, the Proposition 11 area, if there is not a -- if  
20 the Commission can't come to the best resolution possible,  
21 there are consequences of possibly review of the map drawn  
22 and submitted to the Legislature by the Commission,  
23 appeals to the Supreme Court or challenges through the  
24 Supreme Court. We don't want that.

25           What we want is something that's going to be a

1 workable solution, that's going to fix the problems that  
2 Proposition 11 was attempting to address.

3           So, what I think we need to do is to try to get  
4 the sides to understand what the real goal is. Oftentimes  
5 I think people tend to focus too much on their particular  
6 issue, and they're like a dog with a bone and they won't  
7 let go of a particular issue.

8           I think helping to create the context and put in  
9 the bigger picture, for the other Commissioners, what's at  
10 stake, what we need to accomplish here and keep them  
11 focused on the goal will be critical.

12           MS. RAMIREZ-RIDGEWAY: How will the Commission's  
13 work impact the State? Which of these impacts will  
14 improve the State the most? Is there any potential for  
15 the Commission's work to harm the State and, if so, in  
16 what way?

17           MR. MAYUGA: Ideally, and I think hopefully, and I  
18 think certainly I would like to participate as a  
19 Commissioner to help ensure that this will occur, is more  
20 representative government in the sense that the  
21 legislative districts and the Board of Equalization  
22 districts are representative and competitive.

23           I think part of the problem now, as I mentioned in  
24 the essay, earlier, was there's a complacency that can  
25 take place when you have, essentially, a 99 percent

1 assured re-election.

2 I don't think that's healthy for the State and I  
3 don't think that's what the people of the State of  
4 California want. I think part of the problem is that the  
5 politicians, the Legislators can draw these lines because  
6 what they're really concerned about at some point is  
7 ultimately re-election.

8 I think we can take a page out of the book of some  
9 of the foreign jurisdictions. When I was in political  
10 science, there was a great course I took on comparative  
11 political parties, understanding multi-party systems and  
12 the coalitions that had to form in order for one party or  
13 another to essentially lead coalitions.

14 The idea being that there's give and take that has  
15 to take place.

16 And right now I think one of the things that  
17 really we're lacking, and the fact that our districts are  
18 so safe is not addressing is the fact that there's a much  
19 less opportunity and willingness for Legislators to  
20 compromise.

21 What will impact the State most? I think this  
22 issue of greater representation, more responsive  
23 representation, competitive districts I think will impact  
24 the State most.

25 Another result I hope will improve from this

1 Redistricting Commission's work is from the voter side, a  
2 greater feeling that the voters have, I think the  
3 political science term I remember years ago was efficacy  
4 of the voter, of the electorate. That is they feel that  
5 their vote means something, as opposed to simply voting  
6 and having the same slate, or the same Democrat or the  
7 same Republican year and year out win, regardless of how  
8 they vote or anyone else who runs against them.

9           The hope would be that we would also have greater  
10 voter efficacy and, therefore, greater participation by  
11 the electorate in the election process.

12           Can we harm -- can we harm the State? Absolutely.  
13 And I think the Commission needs to guard against that.  
14 And it does that by not doing a responsible, credible job  
15 of redistricting the State. It needs to be done, I think,  
16 in a very practical way, in a way that not only the  
17 Commission can agree upon, but the electorate, seeing the  
18 processes taking place by this Commission, and the  
19 consensus building, and the districts drawn according to  
20 the principles that Prop. 11 is based on. I think it's  
21 critical that there is both, in fact, responsible  
22 redistricting and the perception that the Commission has  
23 done its job properly.

24           MS. RAMIREZ-RIDGEWAY: Describe a situation where  
25 you've had to work as part of a group to achieve a common

1 goal? Tell us about the goal, describe your role within  
2 the group and tell us how the group worked or did not work  
3 collaboratively to achieve this goal? If you are selected  
4 to serve on the Citizens Redistricting Commission, tell us  
5 what you would do to foster collaboration among the  
6 Commissioners and ensure the Commission meets its legal  
7 deadlines?

8 MR. MAYUGA: Perhaps the easiest way to illustrate  
9 this is another thing I alluded to on my essays, there's  
10 my years on boards of directors, not the least of which is  
11 one that -- about 24, 26 years, I believe, on the board of  
12 directors of what ultimately was the New York Stock  
13 Exchange Company.

14 And I think that what we did there was -- this is  
15 essentially a team building question. How do you build  
16 the best team and the team, in this case, being the  
17 Commission.

18 What we did in this part, on the board of  
19 directors, we identified our members and allowed -- we  
20 hired -- not hired, we elected the best directors we  
21 could, with a variety of experience. You let every person  
22 perform, you empower them to perform at their highest and  
23 best level.

24 I was, for example, had the legal background and  
25 regulatory background and that was my role was to help

1 provide guidance there.

2 We had a gentleman who was the former vice  
3 chairman of the Federal Reserve on our board of directors,  
4 he was our economy -- economic advisor.

5 We had gentlemen who were former bankers, they  
6 provided underwriting skills and so forth.

7 You assembled a team and then what you do is you  
8 empower each person to do the best you can. You don't  
9 micromanage them, you let them use their strengths for the  
10 benefit of the team.

11 On the Commission I think you use a very similar  
12 strategy. I anticipate that this Commission will be  
13 comprised of a very diverse group of individuals, a very  
14 diverse background. It's not going to be, hopefully, all  
15 lawyers. It's going to be from a variety of members of  
16 the public.

17 And I think each member will have something to  
18 contribute and what you do is encourage each member to do  
19 the best they can and to provide, and contribute the  
20 expertise that they have for the benefit of the  
21 Commission.

22 MS. RAMIREZ-RIDGEWAY: A considerable amount of  
23 the Commission's work will involve meeting with people  
24 from all over California, who come from very different  
25 backgrounds and very different perspectives. If you are

1 selected to serve on the Commission, tell us about the  
2 specific skills you possess that will make you effective  
3 at interacting with the public?

4 MR. MAYUGA: I think I alluded to this a little  
5 bit earlier, when I was talking about active listening,  
6 how critical it is that the Commission ask the right  
7 questions, in fact be interested, not just simply appear  
8 interested but be interested, understand and evaluate the  
9 information and get back.

10 One of the things I really learned that I thought,  
11 when I was reading these questions, I remember my time as  
12 an intelligence officer in the Air Force, again.

13 Basically, what we taught was how to read people,  
14 how to evaluate people, what are they telling us,  
15 everything from body language to their words, the choice  
16 of words, the language. Their culture was important.

17 One of the things I'm very proud of, that I think  
18 is very relevant here, I instituted, while Director of the  
19 Air Force's School on Interrogation Techniques, was being  
20 aware of the culture of the source, what are they telling  
21 you, listen to the language, the words, and so forth. How  
22 do you develop rapport with the source?

23 And that required an understanding of culture, an  
24 understanding of the individual psychology, the  
25 circumstances in which you were talking with the person.

1 But I think listening is the most critical thing. And  
2 communicating effectively, not only in terms of listening,  
3 but in terms of the kinds of questions you ask can convey,  
4 can also communicate to the listeners, as well as anybody,  
5 the rest of the electorate what kinds of issues you're  
6 interested in, what kind of feedback you want and the  
7 issues you think are relevant to the Commission's work?

8 And when they understand that, I think that's a  
9 way to start, quote/unquote, selling the work of the  
10 Commission and to make sure that the Commission,  
11 essentially, gets the word out and communicates  
12 effectively that it's doing its best, it's doing a  
13 responsible job, and it's fulfilling the objectives of  
14 Proposition 11.

15 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

16 CHAIR AHMADI: Thank you. Good afternoon, Mr.  
17 Mayuga.

18 MR. MAYUGA: Good afternoon.

19 CHAIR AHMADI: I have a few follow-up questions --

20 MR. MAYUGA: Thank you.

21 CHAIR AHMADI: -- about your responses. And I  
22 understand the time is limited and you didn't -- you  
23 wanted to provide some specifics, but you probably didn't.

24 In response to question number one, when you were  
25 describing the skills, you mentioned -- you mentioned



1 about the importance of keeping a mentality to always look  
2 for a win/win situation. Putting that concept into the  
3 Commission's work can you give us, can you think of an  
4 example to elaborate on that, what might be a win/win  
5 situation within the context of the Commission's work or  
6 the decision making process that they have to go through?

7 MR. MAYUGA: Yes. For example, the factors that  
8 must be considered by the Commission, demographics,  
9 geography, other kinds of factors, when you throw those  
10 all into the evaluation, the calculus for figuring out  
11 where to draw the lines, you have to identify those  
12 interests of each of those criteria and determine whether  
13 the lines are being drawn in a fair way, which is the  
14 requirements for the Proposition.

15 CHAIR AHMADI: Uh-hum.

16 MR. MAYUGA: And if one says, you know, we're  
17 going to draw the lines in a certain way because of either  
18 historical or some other, you need to understand, you need  
19 to draw the lines in a way that considers all the factors,  
20 and that considers, you know, the -- whether it be  
21 demographics, or the geography and so forth that makes  
22 sense, that's fair.

23 CHAIR AHMADI: So, you're saying that where there  
24 is some room for being flexible in terms of which way to  
25 go, where to draw the line for example, where the laws are

1 ambiguous, for example, or the facts are not that clear,  
2 you see that there is a potential for satisfying both  
3 parties, or both sides of the argument, or how would you  
4 go about --

5 MR. MAYUGA: Well, yeah, I think you do your  
6 best -- I think you do your best to apply that law. In  
7 the context of the -- my response to the first question, a  
8 win/win situation, I was describing what I do in terms of  
9 negotiating deals and a specific transaction.

10 CHAIR AHMADI: Okay. Okay.

11 MR. MAYUGA: That may not always work out in  
12 every -- for example, I was trying to demonstrate  
13 flexibility one needs to have in terms of working out  
14 deals.

15 Now, in the context of redistricting there may be,  
16 you know, some limited ability -- there may be abilities  
17 to do that as well. I'm not saying that every line is  
18 drawn, trying to weight certain factors in some  
19 mathematically to come out with a win/win. So, I'm not  
20 sure that -- you know, I'm not trying to prejudge this  
21 ahead of time, not being presented with the specifics.

22 I think you always take a look for an opportunity  
23 where, for example, you can say, geez, we can draw these  
24 lines and it makes so much sense, and it's such an  
25 improvement I think it's a win/win because of the factors,

1 that whether it be ethnicity, or whether it be geography,  
2 or any of these other factors that are important.

3 CHAIR AHMADI: No, I got it. Thank you so much.  
4 Because you also mentioned that decisiveness is also  
5 important.

6 MR. MAYUGA: Yes.

7 CHAIR AHMADI: And you have to make decisions.  
8 Okay, thank you.

9 The other follow-up question that I have -- I  
10 actually have a -- I was planning to ask a question, but  
11 you already responded partially. This was about, you  
12 know, your experience being a business lawyer and the work  
13 of the -- and how it relates to the work of the  
14 Commission.

15 In response to the standard question number two  
16 you gave us the example about the merger of the two banks  
17 and you provided us with some general terminology of the  
18 steps and the process that you went through.

19 Can you be a little more specific, what specific  
20 steps did you take to achieve that collaboration?

21 MR. MAYUGA: Well, for example, in the one case --  
22 just a second, I don't want to violate any confidences  
23 here. Yeah.

24 In the one case, for example, I sat down, I was  
25 more like a mediator. Here's the one thing, as counsel to

1 a corporation your client is the corporation, it's not the  
2 personal interests of the individual directors or  
3 officers. That's not a cop out, that's the legal, ethical  
4 rule.

5 And so, I followed the mindset, what's the best  
6 for the corporation?

7 And the best for the corporation, for me, was to  
8 sit down with the parties separately, and then together,  
9 to try to work this out.

10 Very important to sit down, for example, on the  
11 one side the chairman of the board, who also happened to  
12 be the major investor, with most of the money into this, I  
13 found out, basically, it was a little bit of an ego. He  
14 felt he wasn't being appreciated, there were some other  
15 personal issues.

16 The CEO, who had a certain contrary point of view,  
17 who didn't want a meddling director, even though he did  
18 put in a lot of the money, was concerned about operations.

19 And so, once I understood that, and these two  
20 gentlemen were from two different Asian heritages,  
21 historically not the most compatible.

22 And so, I sat them down and I said, look, this is  
23 what we need to do for the benefit of the bank. What's  
24 wrong with what he wants and I got them to -- I mean, it  
25 was almost like marriage counseling, quite candidly.

1           But I think the important part here was the need  
2 to understand what each side was -- what they wanted, what  
3 their concerns were, also trying to find out what would  
4 make them happy.

5           In one case, the guy just wanted a little  
6 acknowledgement, a little placation that he was important  
7 to the enterprise.

8           The other fellow just wanted to make sure that he  
9 wasn't going to, you know, meddle in a way that would make  
10 his job of running the bank more difficult.

11           And so, we found out a way to compromise and we  
12 found out a way to -- specifically, we blocked out a  
13 meeting of bi-weekly meetings, certain information from  
14 the bank was provided to the money man. He got -- you  
15 know, being on the board of directors he's entitled to  
16 everything that the corporation, all the information about  
17 the corporation. He was happy that he was going to be  
18 provided with the information that he needed to monitor  
19 his investment and his role as chairman of the board.

20           And so we began to find -- but the gentlemen could  
21 not articulate this to one another because they didn't  
22 understand what they were or were not entitled to legally,  
23 they didn't understand the regulatory implications of a  
24 meddling chairman of the board, they didn't understand a  
25 lot of the legal aspects, as well as the business aspects,

1 of their differences.

2 And by helping them to understand and explain to  
3 them like not -- it's like, guys, you aren't wrong. You  
4 may be at each other's throat, neither of you are wrong,  
5 you just need to understand how this works.

6 And once they understood it in that context, once  
7 I sort of shaped the perspective for them they said, ah, I  
8 get it. And so, that's how that particular case was  
9 resolved.

10 CHAIR AHMADI: Communication breakdown.

11 MR. MAYUGA: Communication breakdown, some  
12 cultural issues there that also -- you know, I'm a big  
13 believer in just, you know, keep the big picture, keep the  
14 goal and as long as -- you know, don't sweat the little  
15 stuff, if you can help it, but keep the big picture of  
16 what you're trying to accomplish.

17 And if you keep your eye on the goal, it should be  
18 a lot easier. It won't be absolutely easy, but it will be  
19 easier if you keep your eye on ultimately the goal you're  
20 trying to accomplish.

21 And I think that's what's very important for this  
22 Commission, also, is to keep your eye on the ball.

23 CHAIR AHMADI: Thank you, sir.

24 I have a few questions based on your application,  
25 one of which you already discussed.

1           You state that our childhood experience of the  
2   difficulty your father had purchasing a home gave you a  
3   firsthand understanding of the demographic, geographic,  
4   economic and cultural factors that affect where you can  
5   buy a house, or where you aspire to buy a house, or where  
6   you do buy a house.

7           MR. MAYUGA: Uh-hum.

8           CHAIR AHMADI: How might that experience translate  
9   today to certain aspects of the Commission's work?

10          MR. MAYUGA: Well, I think one of the things  
11   that -- well, first of all, let me just say that that  
12   example, while a childhood example, I can -- and having  
13   sat through property class in law school, you understand  
14   the unenforceability of those kinds of things.

15          You have to understand that in the context of the  
16   mind set of when those type of covenants were recorded,  
17   for example.

18          I can sit here today and not have any resentment  
19   or anything and just take a look at it as the way things  
20   were, okay. Well, let's get on with it then, let's move  
21   on to the next step. Here we are 70 years or 60 years  
22   later from that era.

23          But what it does do is to let you know that people  
24   think differently. Not everybody thinks the way I do, not  
25   everybody's going to think the way the majority of people

1 might vote and that was prevalent at one point in time,  
2 that was perfectly legal at one point in time.

3 But you have to understand that, you know, society  
4 as well as the electorate move on and, you know, I think  
5 what that will do is sensitize you that you just can't set  
6 some kind of ideal that you think is going to work without  
7 regard to anyone else's opinions or viewpoints and kind of  
8 cram it down their throats. That's not going to work,  
9 either.

10 What you have to do, again, is to be very  
11 deliberative about it, but you have to consider all the  
12 various aspects of the redistricting decision. And I  
13 think that's what -- that decision, which I was trying to  
14 allude to there, was the fact that, you know, people think  
15 differently and you don't always agree with it, and you  
16 have to understand that.

17 CHAIR AHMADI: Got you. Thank you, sir.

18 In part of your application you also mention that  
19 as a lawyer you have witnessed how effectiveness of our  
20 legal system depends on both the facts and perception that  
21 judges are unbiased, fair and impartial. What did you  
22 witness? In general reference to your practice or --

23 MR. MAYUGA: No, it's a general reference, it's  
24 not a specific instance.

25 CHAIR AHMADI: Okay, got you.



1           MR. MAYUGA: But you can footnote, whether it be a  
2 judge or a jury.

3           CHAIR AHMADI: Okay.

4           MR. MAYUGA: If you expand that, there's certain  
5 perceptions about what is fair or not fair.

6           CHAIR AHMADI: Just wanted to clarify in my mind,  
7 thank you.

8           You have lived in Southern California for a long  
9 time?

10          MR. MAYUGA: Yes.

11          CHAIR AHMADI: And what is your understanding of  
12 the issues and concerns shared by the residents who live  
13 in more isolated areas of the State?

14          MR. MAYUGA: Meaning in terms of economics, or  
15 political, or --

16          CHAIR AHMADI: Any issues or concerns?

17          MR. MAYUGA: Oh, absolutely. For example in the  
18 Central Valley, which has got a heavily agricultural  
19 orientation, employment, water usage, water kinds of  
20 problems are certainly important to them.

21          As that population increases, for example, away  
22 from the coast, anywhere along the coast and in the  
23 northern part of the State, as those populations change,  
24 shift, their efforts to try to attempt to -- for example,  
25 economic development in those areas, to shift away from

1 such a heavy concentration of agriculture are obviously of  
2 some concerns. Trying to attract universities,  
3 manufacturing businesses, other kinds of business are  
4 certainly of concern to the rural areas.

5           They understand -- I think, clearly, because of  
6 the agricultural nature, water is a very huge issue and I  
7 think that's becoming more and more a key issue for this  
8 country, certainly the southwestern part of the United  
9 States. But those are the kinds of issues, economic as  
10 well as natural resources.

11           CHAIR AHMADI: Okay. Thank you, sir.

12           You have been on a number of committees and  
13 commissions?

14           MR. MAYUGA: You know, I clarified that one, I'm  
15 not sure where my friend thought I was on two State  
16 commissions, I have no idea and I clarified that, I  
17 believe, that I'm not -- yeah, I'm not on any.

18           I mean, he tried to get me to serve on the Arts  
19 Council Commission and I went to a couple of meetings and  
20 I said, you know, this is not my cup of tea.

21           CHAIR AHMADI: Any of those activities been  
22 appointed by the California Legislature --

23           MR. MAYUGA: No.

24           CHAIR AHMADI: -- or Governor --

25           MR. MAYUGA: No.

1 CHAIR AHMADI: -- or his staff?

2 MR. MAYUGA: No, those are volunteer.

3 CHAIR AHMADI: Okay.

4 MR. MAYUGA: My State Bar activities was the  
5 Financial Institutions Committee of the State Bar. I was  
6 appointed by the Commissioner of Corporations, back in the  
7 eighties, to an Industry Advisory Council, something like  
8 that.

9 CHAIR AHMADI: I have two more questions. To what  
10 extent, if any, you have had any interactions with the  
11 California Legislature or their staff?

12 MR. MAYUGA: Yes. I explained to Chuck, I don't  
13 know his -- I don't remember his last name, the fellow who  
14 did the calling around on -- asked me to clarify that and  
15 I did for him. And let me clarify that for you.

16 There is a reference in here to my being on the  
17 Legislative Committee for the public company that I was on  
18 the board of directors, Imperial Capital Bank Corps, and  
19 that being a member of the California Bankers Association  
20 we would go -- the chairman of the committee, Bob Reed,  
21 and I would go generally once a year -- maybe not -- I  
22 think we went three out of five years, starting in the  
23 early 2000's, once we became a member.

24 Basically, it's a meeting up here that you spend  
25 the morning with the chamber of commerce, you hear from

1 Legislators about what's happening in Sacramento, and so  
2 forth, and then they have a typical reception. You know,  
3 it's a catch-as-catch-can reception, over somewhere like  
4 the Hyatt Regency or the Sutter Club.

5 And all that would happen is they'd set out  
6 cocktails and some kind of an hors d'ourves spread. And  
7 the Lord knows which Legislators would come at any given  
8 time, I can't even recall the name of any one Legislator,  
9 and you would basically -- basically, it was a meet and  
10 greet, and that was it. I never walked across the street  
11 to discuss any specific piece of legislation or anything  
12 like that.

13 Mainly -- mainly, it was an educational  
14 opportunity for us, on the legislative community, to hear  
15 from the CBA, its position on bills and so forth, as well  
16 as from chamber of commerce.

17 MS. RAMIREZ-RIDGEWAY: Five minutes.

18 MR. MAYUGA: Okay, I'm sorry. I don't know if  
19 that's --

20 CHAIR AHMADI: Yes. Thank you, sir.

21 MR. MAYUGA: But it was not -- it was not a  
22 specific, you know, lobbying effort in terms of  
23 buttonholing a specific Legislator on legislation or  
24 anything like that.

25 CHAIR AHMADI: Thank you, sir.

1           Should you be selected as a Commissioner, if  
2   you're approached by one of the legislative members or  
3   members of the Legislature and in a way that may relate to  
4   the Commission's work, what would be your response to that  
5   kind of --

6           MR. MAYUGA: I'm sorry, I can't discuss that with  
7   you.

8           CHAIR AHMADI: Okay. Thank you, sir.

9           And the last question I had was any interaction  
10   with the Governor or his staff?

11          MR. MAYUGA: No, none whatsoever.

12          CHAIR AHMADI: All right. Thank you so much, sir.

13          MR. MAYUGA: Thank you.

14          MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

15          VICE CHAIR CAMACHO: Thank you. Hello, Mr.  
16   Mayorga --

17          MR. MAYUGA: Mayuga, yes.

18          VICE CHAIR CAMACHO: Mayuga.

19          MR. MAYUGA: That's good.

20          VICE CHAIR CAMACHO: I think we have a thing over  
21   here.

22          (Laughter.)

23          VICE CHAIR CAMACHO: You described experience and  
24   participatory group decision making, a likely activity in  
25   the Redistricting Commission. What techniques, from your

1 experience, would you work well with this group of 14?

2 MR. MAYUGA: You know, I think at the very  
3 beginning one technique that would work well would be -- I  
4 think a lot comes from just knowing people, just in a  
5 casual environment to understand the way people think. We  
6 can get to know one another.

7 And I think from that would hopefully come a  
8 certain level of candor, and directness, and openness that  
9 the Commission would develop within itself.

10 I think it's very important, what I found  
11 certainly as a business lawyer, in being able to talk  
12 forthrightly, sometimes bluntly with one another, and  
13 everybody understanding that you're not being aggressive,  
14 but you're just being plain about what you are thinking or  
15 what your position is.

16 And I think that's important to communication.  
17 And I think the Commission needs to -- would need to  
18 develop a working relationship, a trust, a mutual trust  
19 with one another.

20 One of the things that I noted, or may not have  
21 mentioned, one of the things that was great about our  
22 Imperial Capital Board was that we trusted one another.  
23 We knew the way -- we had developed a real team mentality  
24 and everybody pulled in the same direction. We understood  
25 the goal, we understood our roles, and we understand how

1 we could contribute to the success of the organization.  
2 And I think that would be very important for the working  
3 relationship and the participation.

4           One of the things that I'm sensitive to and that I  
5 know certainly should be guarded against is, you know,  
6 certain personalities could be domineering on commissions  
7 and you may have some -- I think it's important for  
8 everybody to participate, to be given an opportunity to  
9 state their views, to be part of the team. I don't think  
10 it's an effective team if you have somebody who doesn't  
11 feel included.

12           So, I think number one the team, the Commission  
13 needs to be inclusive, it needs to have everybody to  
14 participate.

15           And, frankly, I would expect the other  
16 Commissioners to pull their weight as much as I do, and I  
17 would expect them to hold me accountable for my  
18 participation on the Commission, as I would hold them  
19 accountable for their participation.

20           We've got eight and a half -- we will have, or if  
21 I'm selected, the Commission will have eight and a half  
22 months to get the job done. And one of the things I'm  
23 very aware of as a lawyer, who typically bills by time,  
24 and who -- I'm not paid on a success basis, but I got to  
25 get the deal done. The client is pushing me to get a deal

1 done by a certain deadline and it's got to be put  
2 together, we've got to file regulatory, whatever it is.

3 And moving the process along, that's one of the  
4 things that, you know, in thinking about this I think it's  
5 going to be very important for the Commission -- and not  
6 that it's rushed, by any stretch of the imagination, but  
7 it needs to get on and treat this in a businesslike way.

8 It has an objective, it has an eight and a half  
9 month deadline, I think we need -- the Commission will  
10 need to set up a time and responsibility schedule, it will  
11 need to organize its effort to make sure that it presents  
12 an organized, well thought out approach to getting the job  
13 done.

14 I have no idea right now how that is going to get  
15 done, I think I'm going to rely -- I would rely on the  
16 other members of the Commission to work together to say,  
17 guys, we've got to plan this and we need a time and  
18 responsibility schedule, we need to understand our  
19 respective responsibilities, we need to work with staff  
20 and counsel to get the support that we need.

21 But we've got, basically, a deadline here, eight  
22 and a half months under the law. We can't dilly dally and  
23 we can't treat this, frankly, like a part-time, or it will  
24 get done whenever it gets done. I think it's very  
25 important to manage this process in order to achieve the



1 goals by the deadlines.

2 VICE CHAIR CAMACHO: As you mentioned, that there  
3 is a short timeline, how much time do you -- did it take  
4 to have a cohesive board when you were on the -- I can't  
5 remember the board of directors that you were dealing  
6 with?

7 MR. MAYUGA: Oh, the bank board, yes.

8 VICE CHAIR CAMACHO: Yeah.

9 MR. MAYUGA: You know, it's an interesting  
10 question and let me answer it in two ways. There was a  
11 change of control of this bank, I was on the board in  
12 1984, there was a change in control in 1996, a different  
13 owner, ownership. It went public in 1996.

14 Before, it was very closely held by a very large  
15 Japanese company and then it went public, in a public  
16 offering in 1996.

17 The board assembled in 1996 was cohesive, but in a  
18 different way. It was along the way that I described.

19 From 1994, 1995, thereabouts, '96, just prior to  
20 the public offering, the other board was clearly dominated  
21 by the hundred percent owner, which was a large Japanese  
22 finance company. So, it was cohesive but in a different  
23 sense.

24 VICE CHAIR CAMACHO: You also said that with this  
25 board there was different skills --

1 MR. MAYUGA: Yes.

2 VICE CHAIR CAMACHO: -- and you brought in these  
3 different skills. If you were selecting the other  
4 Commissioners, and you're a Commissioner, and you looked  
5 at your skills, what other skills would you want to have  
6 in the other Commissioner to complement yours?

7 MR. MAYUGA: I would certainly want someone --  
8 skills. Well, I'm trying to distinguish in my mind  
9 between skills and other qualifications, for example  
10 geographical diversity, but that's not a skill.

11 But in terms of skill I think someone, perhaps,  
12 who's maybe more quantitative, who has a little better  
13 understand of the way numbers work and how that applies to  
14 this process.

15 I think another skill -- I think you can't have  
16 too many people who understand culture and the impact of,  
17 for example, as I alluded to here in my essay questions,  
18 understanding the way neighborhoods are delineated, for  
19 example, and the way they work, if you will. Having -- I  
20 don't think you can have enough people who understand that  
21 process.

22 So, I would think complementary skills, you know,  
23 in that area would be extremely important.

24 And I also think that skills of leadership would  
25 be important to have. There may be someone on the

1 Commission who would have a similar view of trying to move  
2 the process along, but I think also understanding that we  
3 need to, again, provide everybody the opportunity to  
4 participate.

5 VICE CHAIR CAMACHO: Okay. You might have kind of  
6 answered this question, but I'm not sure, so when I was  
7 reading your application it sounded like that you have  
8 views that you might need to subordinate in order to  
9 comply with the Voters First Act. Could you clarify your  
10 views?

11 MR. MAYUGA: Yeah, I'm not quite sure, you might  
12 be alluding to, I think -- I believe I said I have views,  
13 I have opinions.

14 VICE CHAIR CAMACHO: Did you want to read it from  
15 here?

16 MR. MAYUGA: Yeah, which --

17 VICE CHAIR CAMACHO: No problem. It was in -- do  
18 you have it in front of you?

19 MR. MAYUGA: I have my copy.

20 VICE CHAIR CAMACHO: Oh, okay. It's the question  
21 number two, the first paragraph.

22 MR. MAYUGA: Uh-hum.

23 VICE CHAIR CAMACHO: And it says, "while I may  
24 have personal views and opinions about a wide variety of  
25 issues it would be incumbent upon me to respect the

1 mandate of the Voters First Act by subordinating those  
2 views."

3 MR. MAYUGA: Sure. And I think what that -- what  
4 I was alluding to there is something which I discussed in  
5 my response to the first question today, which is it's  
6 like a judge who may have views about one thing or  
7 another, but he's got a mandate to apply the law to a  
8 situation, so regardless of whether he does or doesn't  
9 have a personal opinion about this, you know, he has an  
10 obligation.

11 And I think I have that ability, also, to stand  
12 back and take a look at something objectively and say,  
13 look, I may have a view, I'm a registered Republican but I  
14 understand -- one thing about lawyers, we understand that  
15 there's at least, at least two sides to every issue, and  
16 probably more if we gave a little bit more than five  
17 minutes' thought to something, there's probably three or  
18 four sides to every issue.

19 And I think that ability, as a lawyer, to  
20 understand that and at times to be asked to represent any  
21 one of those four different views on that given issue  
22 enables me to step back for a minute and understand, you  
23 know what, you may have that view but you know what I can  
24 think of a counter argument to that, and someone can think  
25 of something to that.

1           What I'm getting at here is I don't think anybody  
2 is a -- we all the time entrust judges, arbitrators,  
3 mediators, dozens of roles in society are based on people  
4 able to stand back and be independent, and to separate  
5 their personal views and prejudices from jobs of applying  
6 the law, for example, in this case, which is what I was  
7 alluding to.

8           So, I have absolutely no -- I think I have a very  
9 good sense of fairness. In fact, I get in as many  
10 arguments with my Republican friends as I do my Democratic  
11 friends about issues if I don't think they're right.

12           And so, I think that to me it's absolutely natural  
13 to be able to step back and look at something more  
14 analytically and say, ah, I understand and I may not agree  
15 with it, but I understand here's the law.

16           You know, for example, in Reynolds v. Sims they  
17 said each district must be substantially equal. Well,  
18 okay, I understand what the law says in that and  
19 regardless of, you know, how a district may be, we've got  
20 to apply the law. And I may have been someone at one  
21 time, a judge or something that may have -- you know,  
22 prior to Reynolds v. Sims there was some judge, somewhere,  
23 who said, oh, no, it's okay for districts to be unequal  
24 sizes, and that may have been that judge's personal view.

25           But now the law is that judges -- pardon me, that

1 districts must be of equal sizes.

2 Well, that's pretty plain. The next time a judge  
3 gets that case he needs to say are the districts -- are  
4 the districts of the same size, which is a requirement of  
5 the law, regardless of whether that judge believes they  
6 should or shouldn't be. If not, he's going to get  
7 overturned on appeal, that's real clear.

8 VICE CHAIR CAMACHO: So, you don't have any ideas,  
9 yet, on the Voters First Act that you would have to --

10 MR. MAYUGA: No.

11 VICE CHAIR CAMACHO: Okay. So, this was just --

12 MR. MAYUGA: Yeah, that was merely an attempt to  
13 illustrate how I think everyone of us in this room has  
14 ideas about whether it be -- you know, I mean if you sit  
15 down and you speculate, well, what would I do if I could  
16 wave a magic wand, you know?

17 But that doesn't mean that you've got any kind of  
18 preconceived or prejudgments.

19 VICE CHAIR CAMACHO: You recently were a part of  
20 the leadership of Long Beach.

21 MR. MAYUGA: Uh-hum.

22 VICE CHAIR CAMACHO: Could you describe what you  
23 contributed and what you took away from that experience?

24 MR. MAYUGA: Well, that's interesting because I'm  
25 no longer on the board of leadership, Long Beach, my term

1 expired a couple or two months ago and I -- while they  
2 offered me to become president of that board I had a  
3 little difficulty -- you know, someone once described it  
4 as -- it's a fine organization, but someone described it,  
5 it's an organization in search of a mission, a nonprofit  
6 in search of a mission.

7           And so, I tried to contribute what I thought would  
8 help the organization, a little realism, a little sense of  
9 perspective of clarity, of defining their mission which,  
10 after three years on the board, quite candidly, I don't  
11 know that I ever got a very clear picture of what the  
12 mission was. I tried to help define that and to get the  
13 rest of the board to come along.

14           I think we made a lot of progress but, frankly, I  
15 didn't choose to renew on the board because I had other  
16 commitments and things that were growing.

17           But I think we made some progress on improving and  
18 clarifying the mission, improving its image, if you will,  
19 its perception of its function in the community, the  
20 support that its graduates have provided for the  
21 community.

22           But I think it was a bit of a tough sell. It was  
23 an organization that started 21, 22 years ago, I think it  
24 sort of lost its way a little bit, if I can editorialize.

25           And I think that I tried to do -- bring it back to

1 where I thought its original roots were. But I think that  
2 what I brought to the organization was a little sense, a  
3 little perspective, I asked the questions. And I got the  
4 look at some of the board meetings, geez, I never thought  
5 of that or, you know, yeah, we really should do that. I  
6 said, you mean, you guys don't have an accurate list of  
7 all your alumni and how they've contributed, and you can't  
8 demonstrate to me, as a director, much less the public,  
9 the benefit of this organization to the community?

10 I mean, if I asked you for a list, for example, of  
11 all the graduates, all the commissions that they have  
12 served on could you provide it?

13 And they said, no, that's a good idea, we ought to  
14 have that.

15 So, I think sometimes just an outsider asking  
16 questions, being a little analytical and asking questions  
17 about the organization, I stimulated a number of changes  
18 there just by asking those kinds of questions and giving  
19 them another perspective. I think it had become very  
20 insulated, insular I guess is a better word, of an  
21 organization, and that's not healthy for organizations.

22 VICE CHAIR CAMACHO: Why did you feel it was so  
23 hard to get the other members of the board to identify a  
24 clear mission?

25 MR. MAYUGA: I think part of that was most of the



1 members were graduates, actually, at this program, it's  
2 they have a thing called the Leadership Long Beach  
3 Institute, which is basically a training program or  
4 introduction.

5           And I think over the years it had been -- it had  
6 evolved away from some of the original goals. It was  
7 originally meant to integrate the business, private  
8 sector, and nonprofit sectors and to develop a networking.  
9 And they had become -- in my view, they had sort of lost  
10 their way.

11           And what happened was they get trained, if you  
12 will, in the program as it goes off this direction, as  
13 opposed to being trained the way it was originally  
14 intended.

15           And by asking the questions they realized that  
16 they had gone astray. And so, I think they have begun  
17 with new leadership, they've begun to come back to, I  
18 think, what the organization was.

19           So, I think -- but I think the problem is that you  
20 can get into a rut as it begins to evolve, it's like if a  
21 space shot is just a few feet off target, by the time it  
22 gets down to 300,000 miles down range it's miles away from  
23 its original target and I think that's what happened to  
24 the organization.

25           VICE CHAIR CAMACHO: So, you feel it's just going

1 to take time before they get back?

2 MR. MAYUGA: Sure. I think it's a great concept,  
3 wonderful organization when it gets back to on track.

4 VICE CHAIR CAMACHO: You attended the prestigious  
5 Wharton School of Finance and Commerce. How did that  
6 education complement your law curriculum?

7 MR. MAYUGA: I took largely international, as well  
8 as some other business courses, but international business  
9 courses.

10 What it really did, and I was just absolutely  
11 thrilled that I could do it, and had it to do over again,  
12 I probably would have gone for the joint JD/MBA degree,  
13 but it was very expensive at the time.

14 But I would have -- what it did was give me a  
15 terrific perspective of how the businessman thinks, how  
16 the businesswoman thinks.

17 And I realized, you know, there's a good example,  
18 you sit all day long in law school classes and you get the  
19 usual banter, and explanations, and discussions of the law  
20 school mentality, but walking across the Commons over to  
21 the Wharton School, there's a totally different way of  
22 viewing things. When they talk about contracts, they  
23 don't talk about it the way lawyers do, they talk about it  
24 in a more conceptual way. And they talk about the  
25 business points, what's important to them.

1           They don't talk about the nuances of contract law  
2 and the gotcha's of contract law.

3           And so, I understood that while -- it's important  
4 as a business lawyer to have melded, over the years, my  
5 understanding of business with understanding of law, I  
6 think it's absolutely critical for any business lawyer,  
7 certainly, or transactional lawyer, as I am, to understand  
8 that.

9           I think, again I alluded to it earlier, I think  
10 it's absolutely critical, unless you understand your  
11 client, the client's objectives, the mindset, what's  
12 important to him or her in business, I don't think you can  
13 adequately serve them.

14           And I think the more you have in terms of your own  
15 broadening of your own horizons, it can't do anything but  
16 help your client.

17           VICE CHAIR CAMACHO: Do you think that schooling  
18 helped you with your analytical needs, if you were on the  
19 Commission?

20           MR. MAYUGA: Yes. But I also -- the reason why  
21 I'm smiling is because I remember growing up as a child I  
22 was pretty analytical, sometimes reflected in a sense of  
23 humor, or a whacky sense of humor where it's how did you  
24 get to that, and all of the sudden you explain the leaps  
25 you make and the quick analysis required in some kinds of

1 senses of humor. I think it kind of comes naturally. I  
2 mean, I just love to -- you know, I'm very analytical and  
3 even prior to going to law school and business school I  
4 was very -- I mean, I loved, you know, speech, and debate,  
5 and forensic, you know, speech and debate competitions and  
6 so forth, so I've always been very analytical.

7 So, I think it's something that just comes -- I'd  
8 like to think comes naturally to me.

9 VICE CHAIR CAMACHO: Thank you. That was my last  
10 question.

11 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

12 PANEL MEMBER SPANO: Thank you.

13 Good afternoon.

14 MR. MAYUGA: Good afternoon.

15 PANEL MEMBER SPANO: You mentioned earlier about  
16 the qualities you want to see in fellow Commissioners and  
17 I heard you say, well, geography, that's not a quality.  
18 So, I want to ask you what do you see the value in having  
19 a diverse Commission?

20 MR. MAYUGA: Well, I think it's absolutely  
21 critical. And I'm not just saying that, I think it is for  
22 the reasons I explained earlier, when I talked about sort  
23 of a cross-fertilization of ideas.

24 I don't know everything there is about every  
25 community, about every geographic characteristic of this

1 State, about -- well, for example, in one of the questions  
2 in the essay questions, I mentioned what an epiphany I had  
3 when I went back east to school, in Philadelphia, and  
4 learned about the different neighborhoods.

5 I had no idea that one street could make such a  
6 difference in these neighborhoods. And my good friend in  
7 law school, he was an Irish kid and he said, oh, yes, this  
8 over here is where the Eastern Europeans are, and you  
9 don't go here, and here's why, and this is why this is  
10 important to us, and this is our heritage.

11 And so, I understood, began to understand this  
12 sort of Balkanization, if you will, of communities. In  
13 fact, that's one reason, much to the dismay of my father,  
14 who liked the tuition at the University of California,  
15 Berkeley, I went to Penn, and where the tuition rate there  
16 is a little bit different, but that's exactly why I  
17 insisted on going back east to school was, you know, the  
18 whole world could not be as convenient and comfortable as  
19 Santa Barbara.

20 And going into urban Philadelphia in the early  
21 seventies was quite a baptism of a whole different sort.  
22 And I absolutely think it was worthwhile to have  
23 experienced that firsthand. That was when the time --  
24 before it hit the West Coast, that was during the time  
25 that bussing was a big issue, forced bussing of school

1 children in Boston, and Philadelphia, and other East Coast  
2 cities.

3           And you understood why. I mean, I could never  
4 understanding -- hearing about those news stories at night  
5 I could never understand, why are these people getting so  
6 wound up about this? And then I understood about the  
7 traditions, the family traditions, and the historical view  
8 of things, and the neighborhoods. And these are  
9 neighborhoods that are 150, 200 years old, and they've  
10 always sort of been in this line.

11           And unless you understand that, you won't  
12 realize -- and so, the diversity on the Commission is  
13 absolutely critical, whether it's geographic, someone from  
14 the rural areas, the urban areas, the Bay Area and L.A.,  
15 but you also need sort of the middle of the road areas,  
16 too, place that are not quite as large, but certainly  
17 larger than L.A. and San Francisco.

18           PANEL MEMBER SPANO: How are important are race  
19 and ethnicity diversity to the Commission?

20           MR. MAYUGA: Well, I think it's very important  
21 just for the same reason, the perspective. However,  
22 having said that, I think one has to be very careful in  
23 structuring the Commission or in selecting the Commission  
24 being -- I'm not sure what it expected in terms of the  
25 sensitivity to that kind of issue.

1           We have to guard against the perception that you  
2 are substituting one kind of prejudice, if you will, for  
3 another kind. I mean, the Commission needs to be  
4 independent, it needs to do this work in the fair way  
5 that's described in the statute. And I think the  
6 Commission can't be perceived by the public as something  
7 that was comprised of individuals who had an agenda, and  
8 you could create that, if you will, with -- you know, I  
9 guess depending on how this -- I'm not sure how the  
10 ultimate number of candidates will be, but that could  
11 be -- that could be a perception, rightly or wrongly.

12           So, while diversity's important, certainly from  
13 a self-interest point of view I love diversity. But I  
14 think you have to also be careful about the perception of  
15 the Commission, its composition, the work that it does, it  
16 needs -- the Commission needs to act in a way that the  
17 electorate of California can get behind it, and support  
18 it, and really believe that change for the better comes  
19 from the work of this Commission, regardless of its  
20 composition.

21           PANEL MEMBER SPANO: Okay. You mentioned in your  
22 application, "indeed, as an American Citizen of Asian and  
23 Hispanic heritage, I am sensitive to the effects of bias  
24 and partiality on decision making, and I would not  
25 tolerate partiality and bias in myself."

1           How has being of Asian and Hispanic heritage made  
2 you sensitive to the effects of bias and partiality on  
3 decision making?

4           MR. MAYUGA: Being the subject of certain comments  
5 as one grows up, and then knowing myself as I am today,  
6 with my intellect, my education, my interest and so forth,  
7 you understand how stupid bias and prejudice. Because  
8 someone may have made comments when I was a kid, and  
9 playing, about the post World War II era, about this Asian  
10 kid, even though they didn't know what brand of Asian, and  
11 they kind of threw us all together, but you understand the  
12 stupidity of prejudice. Because someone was prejudging me  
13 because I looked like a Japanese that their old man had  
14 fought in the war, and they make a comment to that effect.  
15 And they didn't know that being Filipino we were  
16 absolutely on the right side and we were very strong, if  
17 anything, prejudiced against the Japanese, ourselves, if  
18 anything.

19           So, you know, that sort of -- prejudice means  
20 prejudice, and the fact that the person prejudices you based  
21 simply on appearance, or speech pattern, or something else  
22 is absolutely the most ludicrous thing.

23           Because I know many people, myself included, who,  
24 if prejudged, can contribute tremendously to whatever  
25 effort or endeavor they are engaging in, and to have



1 prejudged them would be to have lost the talent, to have  
2 lost the opportunity to have that person help the  
3 Commission, or help whatever business or enterprise they  
4 seek to support.

5           PANEL MEMBER SPANO: How would this experience  
6 contribute, I know you've touched on it lightly, how would  
7 this experience contribute to your ability to fulfill the  
8 role of a Commissioner?

9           MR. MAYUGA: Well, I think it would help me in the  
10 sense that it sensitizes, perhaps more than some others.  
11 But I also think about it, again as I alluded to earlier,  
12 it helps me keep it in perspective. Again, I've always --  
13 you know, years ago I gave a speech, in a speech  
14 competition, about Aristotle's Golden Mean, about, you  
15 know, extremism just doesn't cut it on either side, and  
16 Aristotle talked about moderation being the way to execute  
17 things in life.

18           And I think diversity, as well as the other  
19 factors we've talked about, I'm sensitive to it, but I'm  
20 not going to, you know, do anything that's extreme or --  
21 it just doesn't make any sense to me to do that.

22           I mean, I think with one's experience, and life  
23 experiences, and education, and so forth, I feel very  
24 comfortable standing back and understanding about these  
25 issues, and coming up with an idea of how, you know -- how

1 to proceed and how to handle these kinds of issues in a  
2 way that's practical, that's moderate without, you know,  
3 getting -- sort of wrapping myself in the flag of  
4 diversity.

5 I don't know that that's going to -- I think it's  
6 a fact, it's something we have to acknowledge, we have to  
7 be sensitive to it, it's important, but it won't be the  
8 sole decision point on anything the Commission does. I  
9 mean, it's got to be integrated. We've got to be  
10 sensitive to it, it's got to be integrated with the  
11 geography, it's got to be integrated with the other  
12 factors that are the mandate of the Commission.

13 PANEL MEMBER SPANO: Thank you. You mentioned  
14 you -- in your application attending universities in the  
15 U.S. and abroad has taught you the importance of  
16 independent thinking.

17 MR. MAYUGA: Uh-hum.

18 PANEL MEMBER SPANO: "Of coming to my own  
19 conclusions about contentious issues and of the importance  
20 of honesty and integrity in investigating the facts  
21 affecting my decision making."

22 And I know you mentioned your universities that  
23 you attended, in your application, but I'm going to ask  
24 you because I can't, for the life of me, pronounce it  
25 properly, probably, what universities abroad did you

1 attend?

2 MR. MAYUGA: Yeah. I attended, first it was the  
3 Hague Academy of International Law.

4 PANEL MEMBER SPANO: Okay.

5 MR. MAYUGA: And the second was Universite Libre  
6 de Bruxelles. Brussels.

7 PANEL MEMBER SPANO: Brussels, okay.

8 MR. MAYUGA: I always like to put it in French,  
9 it's always more impressive.

10 PANEL MEMBER SPANO: So, I take it you --

11 MR. MAYUGA: It's basically the free university of  
12 Brussels, which is their --

13 PANEL MEMBER SPANO: So, you're fluent in French?

14 MR. MAYUGA: No, not at all.

15 (Laughter.)

16 PANEL MEMBER SPANO: Oh.

17 MR. MAYUGA: No. That was a seminar on the law of  
18 the European economic communities.

19 PANEL MEMBER SPANO: Oh.

20 MR. MAYUGA: And the first one was on private  
21 international law, at the Hague Academy of International  
22 Law.

23 Those were both great opportunities because they  
24 were students from all around the world, if you talk about  
25 diversity. And great -- I had great friendships. But it

1 was very interesting talking with -- and many of them were  
2 professionals, had been out for many years, as well as  
3 students a year or two out of school, as I was.

4 PANEL MEMBER SPANO: What did you gain from each  
5 school in regards to independent thinking and the  
6 importance of honesty and integrity?

7 MR. MAYUGA: Well, if we start with the UC Santa  
8 Barbara, you know, that was an era, the last sixties, when  
9 independent thinking was de rigueur. And, actually, my  
10 hair was always this length.

11 PANEL MEMBER SPANO: Ah, no long hair?

12 MR. MAYUGA: Not me. But clearly, I think  
13 certainly the -- it was interesting because I was, I have  
14 to admit, was in the minority of thinkers in the political  
15 science department at Santa Barbara, you know, 1967  
16 through 1970, with the war going on and everything else.

17 And I think that it -- I didn't -- I didn't -- I'm  
18 trying to think of the right word here. I wasn't  
19 embarrassed to discuss matters and evaluate thoughts.  
20 There were some great debates that we had at that time and  
21 I wasn't always, necessarily, you know -- I mean, these  
22 were very, they were classic university style intellectual  
23 debates that you have whether it's over a beer with your  
24 friends, or in the classroom, or during a seminar.

25 Oftentimes, I remember one professor loved the

1 idea that he kind of picked during a seminar half the  
2 class to take one side and the other class to take the  
3 other side, and we got an opportunity to sort of sharpen  
4 your thinking. And I think that's such a tremendous  
5 exercise.

6 Law school, well, after they get through  
7 intimidating you, you realize that there are not  
8 necessarily pat answers to so many issues. And so, for  
9 the future what they do is they train you to think and to  
10 analyze, not that there are pat answers to these questions  
11 of contract law, or constitutional law, or anything else.

12 What they attempt you to do is to teach you to  
13 think independently, to look at an issue, to understand  
14 what's gone on before, but then to understand that always  
15 there's going to be fact situation, which is the common  
16 law idea, there are going to be fact situations that are  
17 not necessarily neatly addressed by either statutory or  
18 previous decisions. And you've got to make the arguments,  
19 think independently of how the law should apply to this  
20 new situation, this new set of facts that wasn't  
21 anticipated either by the law or by a prior case.

22 In the case of business school you would be given  
23 problems and you'd work together as a team to solve a  
24 problem. The instructor would give, you know, you're  
25 setting up a new subsidiary of a certain company in

1 Germany and these are the kinds of issues you have, and  
2 you've got to prepare a report and a business plan for a  
3 new subsidiary's operations in Germany and what are the  
4 factors you consider? That was the kind of -- so, you can  
5 to come up with your own ideas and you can't get on the  
6 phone and talk to somebody at Proctor & Gamble and say  
7 what did you guys do over there?

8 I mean, you were a student and you had to come up  
9 independently with your own ideas, in collaboration with  
10 your teammates.

11 PANEL MEMBER SPANO: So, the reinforcement of  
12 honesty, integrity, and the independent thinking or  
13 critical thinking --

14 MR. MAYUGA: Yes, and I think we were rewarded  
15 for -- that's the one thing that's really great,  
16 especially about law school, and many times they'll give  
17 you essentially what the professor thinks is perhaps an  
18 unanswerable question or one that really causes you to  
19 think and to apply your thought.

20 And having the integrity, if you will, to come up  
21 with your own idea and stand by it because I think this is  
22 the way this should come out, and these are the five  
23 reasons why I think I'm right on this question.

24 You know, someone may have answered it totally  
25 differently, but I think you're rewarded for your thought

1 process, for your analytical ability and for your ability  
2 to go through the process. You don't necessarily come out  
3 the right side. It's like moot court competition, you can  
4 both write marvelous briefs on the opposite side of the  
5 same proposition and you are rewarded for having the  
6 integrity to take the position that you did, and to make  
7 the good arguments that you did.

8           So, I think that it allowed you, it allowed you to  
9 be creative and to stick by your guns if you came up with  
10 a position.

11           PANEL MEMBER SPANO: And is this an experience  
12 that you can contribute as you fulfill your role as a  
13 Commissioner, if you're selected?

14           MR. MAYUGA: Oh, yeah, I think absolutely.

15           PANEL MEMBER SPANO: Okay. You mentioned in your  
16 application a key initiative that you championed was  
17 making the Boy Scout program accessible to a broad cross-  
18 section of youth as possible. And this meant working with  
19 staff to first understand the demographics, geography,  
20 culture and economics of the areas served by the Council,  
21 especially those that were home to under-served, under-  
22 represented minorities and low and moderate income  
23 families and youth, adapting your program to successfully  
24 meet the needs of youth and families that you needed to  
25 serve.

1           How did you help the staff to first understand the  
2 demographics, geography, culture and economics of the  
3 areas served by the Council?

4           MR. MAYUGA: This involved seeking to increase our  
5 membership penetration in three -- essentially, three  
6 areas of Long Beach, and one of which is not an area, per  
7 se.

8           First of all, it was the Cambodian population. I  
9 believe Long Beach is represented or reputed to have the  
10 largest concentration of Cambodian residents anywhere  
11 outside of Phnom Penh, I believe. And yet, the Boy Scouts  
12 has had zero penetration of that community, even though at  
13 one point the prince of Cambodia, years ago, was a Boy  
14 Scout, himself.

15           And so, hearing of that, and this also was in  
16 conjunction with the Cambodian -- one of my clients, in  
17 fact several of my clients were Cambodian in that one bank  
18 I described, and with their help I said, ah-hah, put two  
19 and two together, I have some connections into the  
20 Cambodian community, I'm the incoming president at the  
21 time, of the Boy Scouts in the Long Beach area council,  
22 this is a great opportunity to understand how we can bring  
23 Boy Scouting to the Cambodian community.

24           And so, I set up three meetings with members of  
25 the board of directors, together with the staff, and



1 members of the Cambodian community introduced to us by my  
2 clients, trying to see ways that we could establish Boy  
3 Scouting in the Cambodian community.

4 And so, by acting as the catalyst, if you will,  
5 number one, sensitizing the staff that, hey guys, we need  
6 to seek to penetrate this community, which is so prominent  
7 here in Long Beach, we need to expand. This is a great  
8 program, let's make it available to the youth of the  
9 Cambodian community.

10 And fortunately, I think, some light bulbs went  
11 off with the staff that this is great, because we also  
12 have recruiting quotas and this would be a tremendous way  
13 to help increase our membership.

14 PANEL MEMBER SPANO: Were there challenges in --

15 MR. MAYUGA: Oh, absolutely.

16 PANEL MEMBER SPANO: -- getting staff on board and  
17 sensitizing them to this?

18 MR. MAYUGA: No, I'm sorry. Yeah, the staff was  
19 on board.

20 PANEL MEMBER SPANO: Okay.

21 MR. MAYUGA: The challenges were, and they're  
22 continuing to this day, seeking to gain the trust of the  
23 Cambodian community, there are some other issues there  
24 relating to the uniform of the Boy Scouts, relating to  
25 historical events in Cambodia. You know, the wearing of

1 neckerchiefs, certain kind of neckerchiefs, the sort of  
2 military style of the khaki shirts, and so these are all  
3 kinds of -- you know, talking about diversity, these are  
4 some of the things that you didn't realize, but you have  
5 to understand. So, you know, we're working on other  
6 programs that aren't so dependent on some of these things  
7 that are important to the Cambodian community.

8 PANEL MEMBER SPANO: The cultural --

9 MS. HAMEL: One minute.

10 PANEL MEMBER SPANO: Okay.

11 MR. MAYUGA: Exactly, the cultural reaction to  
12 this brown shirt with pockets, that sort of looks quasi-  
13 military in their eyes, there's some real problems with  
14 that in that community.

15 The other segment was the Hispanic community.  
16 Again, we have a comparatively low penetration of that  
17 youth population in the Long Beach area Council area, from  
18 Bellflower, Lakewood, Long Beach area, Signal Hill. And  
19 so, I helped promote, try to -- I think we had to cut it  
20 because of budgetary reasons, unfortunately, but there was  
21 a Boy Scout program aimed at encouraging soccer  
22 participation through the Boy Scouts, and we were starting  
23 to market heavily to the Hispanic community.

24 And the third is what's called, it's an after  
25 school program called Scout Reach, which I have really

1 promoted heavily with the staff and, fortunately, we're  
2 finding funding to continue. It's an after school program  
3 for at-risk youth.

4 MS. RAMIREZ-RIDGEWAY: Time.

5 PANEL MEMBER SPANO: Oh, you said one minute.

6 MR. MAYUGA: Oh, I'm sorry.

7 MS. RAMIREZ-RIDGEWAY: Do you want to wrap up in  
8 30 seconds?

9 MR. MAYUGA: Does that mean 90 minutes is gone  
10 or --

11 MS. RAMIREZ-RIDGEWAY: No, no, no, we still have a  
12 few minutes for follow up.

13 MR. MAYUGA: Oh, okay. And so it's an after  
14 school program that, you know, we've -- and it's a very  
15 diverse group, from African American, Cambodian kids, to  
16 Caucasian kids and the complete spectrum.

17 PANEL MEMBER SPANO: Thank you.

18 MR. MAYUGA: Sure.

19 MS. RAMIREZ-RIDGEWAY: Panelists, are there  
20 follow-up questions?

21 CHAIR AHMADI: I don't.

22 MS. RAMIREZ-RIDGEWAY: I have a few. You're very  
23 involved and very supportive of the Boy Scouts of the Long  
24 Beach Council. Should California's gay, lesbian,  
25 bisexual, and transgender residents be at all concerned

1 about decisions you might make regarding their communities  
2 of interest?

3 MR. MAYUGA: Absolutely not. I think there's a  
4 lot of misconception, number one, about the Boy Scout  
5 position on gay leaders and so forth. So, and it is not,  
6 per se -- it is not at all, as a matter fact, an anti-gay.  
7 It has to do with leadership and qualifications to be  
8 leaders on outings and so forth, which is different. I  
9 think it gets -- it gets -- the actual position of the Boy  
10 Scouts gets muddled, if you will, in the press.

11 But as a matter of fact, one of the things I  
12 talked about last year, we haven't implemented, Long Beach  
13 has a very large gay population and one of the things I  
14 said, you know, guys, one thing that I think would be a  
15 great idea, let's get some Boy Scouts to do some service  
16 projects supportive of the gay community. Because it's  
17 not an anti-gay position of the Boy Scouts of America, it  
18 just has to do with leadership, adult leadership.

19 And so, it's not -- you know, the Boy Scouts and  
20 the gay population are not antithetical, it just has to do  
21 with this leadership issue and who's qualified to be a  
22 leader on outings and so forth.

23 But as far as I'm concerned, absolutely no  
24 concerns that my participation with the Boy Scouts would  
25 affect anything, any districting decision regarding the

1 gay/lesbian community.

2 MS. RAMIREZ-RIDGEWAY: I noticed in reading your  
3 application last night that you said you had an interest  
4 in redistricting, and it surprised me so much because  
5 we've had sort of two groups of people, it seems  
6 generally, people who are really interested in  
7 redistricting and in some ways make it their career, and  
8 other people who say, you know, the Citizens Redistricting  
9 Commission really turned me on to the notion of  
10 redistricting and got me excited about it.

11 What drew you to redistricting, especially give  
12 your background as a business attorney?

13 MR. MAYUGA: Sure. I wasn't always -- well, I was  
14 always planning to at least be an attorney, I knew I  
15 didn't want to litigate, and there were times that I had  
16 political aspirations of my own.

17 And then I began to see realistically what it  
18 takes to run for office and to be involved. And maybe  
19 it's a -- well, maybe the best way to answer that is I  
20 decided that I'd rather be a deal lawyer, transactional  
21 lawyer than get involved in politics.

22 But I've always had an interest in politics, I've  
23 loved -- every since, for example, during that -- I think  
24 I mentioned a couple of cases that came down right at the  
25 time, that were very much the hot topic, at the time that

1 I was in college. And that whole issue of, you know, the  
2 word that's become very famous now, gerrymandering,  
3 because very -- I've always been really interested in the  
4 way that the political process can, regardless of the  
5 merits of any issue -- you know, politics is the  
6 allocation of limited resources among unlimited demand,  
7 and the way the political system deals with that at  
8 several levels.

9 One of which is, of course, on a straight up basis  
10 and what happens in the Legislature, but the other level  
11 of that occurs is selecting who gets to serve in the  
12 Legislature. And looking at the history of gerrymandering  
13 you can see how, you know, especially earlier in the 20<sup>th</sup>  
14 Century and, you know, less than ethical, or less than  
15 proper or less than fair gerrymandering practices led to  
16 fixed and predictable results because they essentially  
17 fixed the political process at a different level than at  
18 the legislative level.

19 And I've always thought, you know, what a  
20 subterfuge on the democratic process to sort of fix the  
21 game, to fix the players before you start the game.

22 And so, I was interested in it from that point of  
23 view, just from the bigger picture, you know, of my  
24 interest in political science. Just, if you will, the  
25 game aspect of it, the way the game is played and the

1 process, and that's why I was interested in districting.

2 Now, not being involved in politics at all, you  
3 know, I haven't been -- it's not like I'm a redistricting  
4 junkie that loves to follow the latest, all of the latest  
5 developments, but it's always been an interest of mine.

6 And the reason -- one of the reasons -- and  
7 politics was the -- that aspect of the political science  
8 that was my concentration in the undergraduate studies was  
9 on the political process, which included courses on what  
10 districting -- or included the discussion of districting  
11 and the electorate, and that sort of thing. And that's  
12 why it's of interest to me.

13 MS. RAMIREZ-RIDGEWAY: When you were speaking with  
14 Ms. Spano, when she asked you about the importance of  
15 diversity on the Commission, I thought that I heard you  
16 say that as a Commissioner you can't elevate diversity  
17 over getting the public's buy-off on the Commission's  
18 work. And I don't know if I heard you correctly. If I  
19 didn't, please stop me.

20 MR. MAYUGA: That's not quite, but go ahead and  
21 finish your question.

22 MS. RAMIREZ-RIDGEWAY: Please clarify. Please  
23 clarify.

24 MR. MAYUGA: Okay. What I mean to say, what I  
25 meant to say, or what I was trying to communicate was that

1 while diversity is important, it's not the only factor,  
2 and that it's important that the Commission be comprised  
3 of a fair cross-section and a fair representation of  
4 qualified individuals in this State.

5 I think diversity is certainly a factor to be  
6 considered, but I'm not -- I'm not espousing, necessarily,  
7 that there's any, you know, preconceived notion or  
8 combination of people that we ought to have. We ought to  
9 have one lawyer, we ought to have -- you know, whether we  
10 ought to have someone from -- you know, there's a whole  
11 process.

12 And I think the process that's been selected, I  
13 think is pretty fair in the sense that you get down to a  
14 certain level and then all of the sudden it's a bingo  
15 game. And so, it's not, and so I think that will very  
16 much help.

17 But, still, as a part of this distillation process  
18 of eligible candidates, you need to get the most qualified  
19 people. And certainly, from what I've seen of the  
20 Applicants, you have a tremendous number of both diversity  
21 and qualified applicants so, so much the better.

22 MS. RAMIREZ-RIDGEWAY: You also talked with Mr.  
23 Ahmadi about -- in reference to the discriminatory housing  
24 practices that your dad experienced, you said "society  
25 moves on." Do you think society has moved on?



1           MR. MAYUGA: Oh, I'm not -- you know, I would hope  
2 so, but I'm not so naïve to think that there's nobody out  
3 there who's prejudiced any longer. You know, society  
4 moves on. I mean, really, I've moved on from -- more than  
5 anything else, I've moved on. I'm not going to dwell on  
6 the fact my dad couldn't buy a house because this silly  
7 covenant said, you know, no one of Asian descent can own  
8 this property. I mean, how silly is that?

9           I mean, even as a seller, I certainly wouldn't  
10 want that covenant, because I only discriminate in favor  
11 of green dollars.

12           So, yeah, I've moved on and I view that as a  
13 vestige of a time passed, just like I don't get excited  
14 about mindsets from the 14<sup>th</sup> Century or something like  
15 that. I mean, it's part of our evolution, it's part of  
16 our culture, and you learn from that and society does  
17 evolve. And so, there are totally different -- you know,  
18 for better, for worse, you know, culture advances, culture  
19 moves on, viewpoints change. And, you know, 50 things  
20 from now I think things will be very different than they  
21 are today.

22           So, that's what I meant by moving on, I just --

23           MS. RAMIREZ-RIDGEWAY: You said you prefer --  
24 well, you went into business law because you didn't like  
25 litigation. Certainly, the Commission may face

1 litigation, are you comfortable with that?

2 MR. MAYUGA: Oh, yeah. I -- you know, it's kind  
3 of funny because there will come times in my practice when  
4 I need to discuss potential litigation strategies with  
5 clients and at some point my juices can get flowing very  
6 rapidly because there is that streak, there's a  
7 competitive streak in me that says, okay, when it's time  
8 to put the defense hat on and defend my client's position,  
9 and my client has made the determination I want to be --  
10 and he's giving me my marching orders as far as how I'm to  
11 represent him, you know, I can be very comfortable with  
12 that.

13 The part, I think, and let me just clarify, the  
14 part of litigation I really don't like is when I was a  
15 young associate, just out of law school, the laborious,  
16 boring tasks of what they had us do back in the early 70s,  
17 of summarizing documents and, you know, preparing certain  
18 kinds of motions that were horribly dry, and there was no  
19 trial working, we were never in the courtroom, and it  
20 wasn't very glamorous. And that's the part of litigation  
21 that I think of.

22 I mean, I think I can certainly strategize on the  
23 bigger picture things. I think after practicing law for  
24 36 years you have a sense of how things work, and so I  
25 very much -- I'm not afraid of litigation at all, I

1 just -- just don't make me draft all these boring motions.

2 MS. RAMIREZ-RIDGEWAY: I don't think I have  
3 further questions.

4 Panelists?

5 VICE CHAIR CAMACHO: No.

6 CHAIR AHMADI: Neither do I.

7 MS. RAMIREZ-RIDGEWAY: No, okay. We have just  
8 over, barely, five minutes remaining on the clock, if  
9 you'd like to make a closing statement, Mr. Mayuga.

10 MR. MAYUGA: You know, in just the three or four  
11 minutes that we have left, I mean, I think one of the  
12 things that I have been able to borrow from my litigation  
13 friends and they said, Sandy, when you've said all you've  
14 said in writing and you think the papers, the moving  
15 papers are good, you know, sit down and shut up and don't  
16 try to gild the lily.

17 And, certainly, I appreciate your opportunity, the  
18 questions that you've asked based on that.

19 I think a couple of things I just wanted to  
20 emphasize from the information that I've provided both  
21 today, in the answers to these five standard questions, as  
22 well as the essay questions, and maybe go back, maybe to  
23 my response to question number one today, and maybe that's  
24 really the summary is why do you want -- why would you  
25 believe that you would be a good Commissioner, what skills

1 do you possess?

2           And I've articulated, I won't repeat the litany of  
3 what I laid out earlier, but I would hope that between the  
4 qualifications that I have, between my viewpoints of  
5 understanding the process, my view that the process is a  
6 process that needs to be handled in a business like way to  
7 move along, to be organized, that we need to be inclusive  
8 in the process, that the other Commissioners should be  
9 encouraged to use all of their best talents to support the  
10 process and we shouldn't stifle anybody from being as  
11 creative or as helpful as they can be in order to  
12 contribute to the team.

13           This is how I really view the process. I mean, I  
14 don't have any notion right now and I don't want to have  
15 any notion right now of how this whole process will in  
16 fact be carried out, because I think that's something that  
17 the team needs to make, the Commission needs to make on a  
18 going forward basis.

19           And I don't have any preconceived notions about  
20 where the lines ought to be drawn and how, exactly, we  
21 should approach that because, A, I don't think that would  
22 be ethical and, B, I don't think it would be smart. I  
23 think we need to understand the lay of the game, all get  
24 on the same page before we start charging down the road.  
25 Lay down the plan and then move on there to get our work

1 done in eight and a half months.

2 I thank the Applicant Review Panel for its  
3 questions, its consideration. I have to say, I didn't  
4 have any thoughts that I'd make it down to the group of  
5 120, and I'm thankful for at least being considered.

6 And truly, despite the work and everything, I'm  
7 greatly, greatly humbled by having made it to, number one,  
8 within a group of 120. And I'm excited about the  
9 prospects. As I mentioned, I'm at the stage of my  
10 practice, of my life, I'd like to be handing off more  
11 work, and training more associates, and handing off work  
12 to my partners, and I'm looking for a new challenge.

13 And I think this is something, this work of the  
14 Commission is something where my experience, my talents,  
15 my skills, my interest in the political process could  
16 benefit the State in a way that, unlike being a  
17 politician, myself, I could do in a more objective and  
18 fair manner, rather than from a partisan perspective.

19 So, have I used up my --

20 MS. RAMIREZ-RIDGEWAY: A minute and a half.

21 MR. MAYUGA: A minute and a half. Well, I'm going  
22 to leave well enough and thank you all very much, and open  
23 myself up to one last 60-second question, if it's there.  
24 Otherwise, I thank you very much.

25 CHAIR AHMADI: No questions.

1 MS. RAMIREZ-RIDGEWAY: Thank you for coming to see  
2 us, Mr. Mayuga.

3 CHAIR AHMADI: Thank you, sir.

4 VICE CHAIR CAMACHO: Thank you.

5 MR. MAYUGA: Thank you.

6 PANEL MEMBER SPANO: Thank you.

7 MS. RAMIREZ-RIDGEWAY: Let's recess until 4:29.

8 (Off the record at 4:13 p.m.)

9 (Back on the record at 4:30 p.m.)

10 MS. RAMIREZ-RIDGEWAY: It's 4:30, let's go back on  
11 record. All our Panelists are present and so is our last  
12 Applicant of the day, M. Andrew Parvenu.

13 MR. PARVENU: Yes.

14 MS. RAMIREZ-RIDGEWAY: Welcome, Mr. Parvenu.

15 MR. PARVENU: Thank you.

16 MS. RAMIREZ-RIDGEWAY: Are you ready to begin?

17 MR. PARVENU: Yes, I am.

18 MS. RAMIREZ-RIDGEWAY: Please start the clock.

19 What specific skills do you believe a good  
20 Commissioner should possess? Of those skills which do you  
21 possess? Which do you not possess and how will you  
22 compensate for it? Is there anything in your life that  
23 would prohibit or impair your ability to perform all of  
24 the duties of a Commissioner?

25 MR. PARVENU: Okay. First and foremost I want to

1 applaud and congratulate every one of you for sitting  
2 through and enduring this long, rigorous process. It's  
3 been an amazing, amazing event for me to watch and I'm  
4 very glad to be here today as we're making history  
5 together.

6           There are multiple skills that I believe a good  
7 Commissioner should possess. Some of these include good  
8 communication, both written and oral. Time management,  
9 organizational skills, a general knowledge of community  
10 outreach, media relations, planning and programming,  
11 project management, an ability to be flexible, to have  
12 good reasonable judgment and to be able to listen, to be  
13 personable, optimistic, likeable, and to have a strong sense  
14 of ethics, and integrity, and responsibility, and to be  
15 able to deal with conflict resolution and most of all to  
16 be enthusiastic. And to be able to have a sense of  
17 accomplishment, and duty, and responsibility with what  
18 we're doing.

19           But the three key qualifications are the ones that  
20 are mentioned in the applicant. Number one, the ability  
21 to be impartial; number two, an appreciation for  
22 California's diverse demographics and geography and;  
23 number three, relevant analytic skills.

24           Those last three are the ones I want to focus on.  
25 With the first one, impartiality, I've been required to

1 practice impartiality throughout my professional career as  
2 a transportation planner and project manager for the Los  
3 Angeles County Metropolitan Transportation Authority. I  
4 was responsible for administering the Proposition A and C  
5 Local Return Program for the entire southeast area of Los  
6 Angeles County. That's a one-half cent sales tax program  
7 and in this particular portion of the county it amounted  
8 to approximately \$26 million per year, more or less,  
9 depending upon revenue sales -- revenue and retail sales.

10           At the time I worked for the MTA, doing this  
11 particular assignment, the Agency was divided into six  
12 geographic regions. The southeast area consisted of the  
13 Cities of Vernon, Commerce, Montebello, Pico Rivera,  
14 Whittier, Le Habra Heights. A few others, I won't mention  
15 them because of time.

16           But the point is I had to become very familiar  
17 with each and every one of these municipalities, I had to  
18 know their street layouts, the major arterials, where the  
19 city boundaries where, the population centers, residential  
20 centers, the community patterns and so forth.

21           My assignment, again, was to impartially allocate  
22 discretionary Prop. A and C funds to these cities based on  
23 a formula method we had available to us. And I attended  
24 various chamber meetings, and spoke with city managers,  
25 transportation directors, mayors, I attended seminars,



1 workshops.

2           Anyway, I was required to adhere this program  
3 under strict guidelines. And when there were extenuating  
4 circumstances, when the cities needed to go beyond what  
5 the formula allocated to them, I had to review the  
6 applications for an exception and review them to determine  
7 whether or not their request was legitimate or reasonable.  
8 So, we had Bus Operating Subcommittee meetings that I'd  
9 take that to and we'd determine whether or not it was a  
10 reasonable request. We were dealing with public funds so  
11 it was a very strict and rigid process.

12           I used the same degree of integrity and  
13 impartiality in my simultaneous duty to \$2.5 million for  
14 transportation demand management funds through the MTAs  
15 call for projects.

16           But I'll move on to the next strong skill I have  
17 is a strong appreciation for California's diverse  
18 demographics and geography.

19           I'm a former resident of the East Coast, the  
20 South, and the Midwest, but I first arrived in California  
21 in the 1980s and literally fell in love with this State.

22           I was a student of geography and demography, so it  
23 was a natural match for me. I was employed at the time as  
24 a crisis relocation planner for the Federal Emergency  
25 Management Agency, or what we now know as FEMA, and I was

1 assigned to the Northern California District, which is  
2 District 9. At the time their office was in Santa Rosa,  
3 now it's in Oakland. So, I worked extensively in that  
4 region. I traveled through Mendocino County, Trinity,  
5 Glenn, Modoc, Tehama, Shasta, Lassen, Humboldt, Siskiyou,  
6 San Mateo, Santa Cruz, Colusa, Lake, Napa, Yolo, Sutter,  
7 all of the other ones. Especially the first four I  
8 mentioned, Mendocino, Trinity, Glenn and Modoc, I had to  
9 travel every single road in each one of those counties  
10 looking for sites that could potentially serve as shelters  
11 in the case of an emergency.

12 In this case fires, earthquakes, of course, so it  
13 was an incredible experience.

14 So, I have a strong appreciation for diversity. I  
15 happen to have traveled through all 58 counties in the  
16 State. The only area I've not traveled through is the  
17 Channel Island, but Catalina included.

18 But, anyway, the purpose again was to look for  
19 buildings. So, I essentially know this area quite well.  
20 I've camped out, I've taken recreational tours throughout  
21 the State. I know the Northern Mountains, the North  
22 Coast, the Gold Country, the Wine Country, the Bay Area,  
23 the Eastern Sierra, the Sacramento Valley, San Joaquin  
24 Valley, Central Coast, Inland Empire. And right now I  
25 live in the Southland.

1           So, I understand the State's population consists  
2 of individuals that share certain demographics,  
3 demographic characteristics that reflect their preferences  
4 concerning political representation. I'm aware that there  
5 are differences in race, ethnicity, gender, sexual  
6 orientation throughout the State, economic status, there  
7 are urban, suburban, rural, industrial, agricultural,  
8 coastal environments. And I'm prepared to take these  
9 considerations -- these differences into consideration.

10           And the third one is my relevant analytical  
11 skills. I'm especially adept with the use of maps. I'll  
12 get to the point of other analytical skills, but I'll  
13 focus on maps because I think that's most relevant to this  
14 discussion.

15           I'm currently a zoning analyst with the city, Los  
16 Angeles Department of City Planning. I work with at least  
17 a dozen different types of maps each and every day, on a  
18 daily basis. Zenith Maps, Navigate L.A., Census Tract  
19 maps, plot plans, elevations, section drawing, subdivision  
20 maps, tract maps, possible maps, easements, lot line  
21 adjustments, landscape plans, topographic maps, community  
22 plans, general plans, council district maps, L.A. PD  
23 precinct maps, aerial maps, street designation maps, Tomas  
24 Guide Maps, the rest.

25           As an undergraduate and graduate student in

1 geography, I've worked extensively with maps and I love  
2 maps, that's why it's not a problem. When you love what  
3 you're doing, it's not work.

4 But in both my academic and professional careers  
5 as a project manager and urban planner, I've worked  
6 extensively with maps on a daily basis, as well as charts,  
7 and graphs and tables.

8 So, I do have those experiences. But I cannot  
9 stress enough the importance of the Commission and  
10 Commission members to be comfortable and familiar with  
11 Maptitude. That's the state-of-the-art program a software  
12 program specifically designed to assist with the  
13 redistricting process.

14 And in terms of skills that I do not possess, I  
15 feel that I'm adequately skilled in every area necessary  
16 to get the job done. However, since this is an entirely  
17 new venture for everyone involved, I'll require the  
18 guidance, of course, of legal counsel and as the process  
19 evolves.

20 And there's nothing at this point in my life that  
21 would prohibit or impair my ability to perform all of the  
22 duties of a Commission.

23 I have mentioned this application -- this process,  
24 that I'm involved with this process to my Chief Zoning  
25 Administrator, and he's aware of it, he's now the Director

1 of Planning. And I have the support of my planning staff  
2 and department. And I believe that while the City is  
3 currently laying off and furloughing folks, so I'm sure  
4 they would appreciate and it would bring great respect to  
5 the City of Los Angeles if I were selected. And I have no  
6 problems getting a long-term, I don't think, a long-term  
7 leave of absence, I believe, if I request it, to continue  
8 with this duty.

9 MS. RAMIREZ-RIDGEWAY: We have about 11 minutes  
10 remaining.

11 Describe a circumstance from your personal  
12 experience where you had to work with others to resolve a  
13 conflict or difference of opinion? Please describe the  
14 issue and explain your role in addressing and resolving  
15 the conflict? If you are selected to serve on the  
16 Citizens Redistricting Commission, tell us how you would  
17 resolve conflicts that may arise among the Commissioners?

18 MR. PARVENU: Okay, 11 minutes. Okay, this is  
19 somewhat difficult. But I have so many possible choices,  
20 but the main one I want to mention is, again, going back  
21 with my job with the MTA, negotiations resulted in what's  
22 now a fully -- working with the -- I could mention the  
23 Metro Rail Project, but I'll mention my work as a Senior  
24 Communications Officer for the Southern Region Transit  
25 Operations, which is the entire Southern portion of Los

1 Angeles County.

2 The MPA owned an abandoned right-of-way that's  
3 located right in the heart of the City, the alignment  
4 closely paralleled the Slosson Avenue corridor in South  
5 Central Los Angeles, along Slosson Avenue.

6 The property fell into a state of disrepair. It  
7 extended about 20 miles each and west right through the  
8 main part of the City.

9 A coalition of community groups, about 20, were  
10 upset with the Agency, basically saying that the MTA is  
11 neglectful and racist, actually. They were saying there's  
12 no way that they would let this happen in a suburban area,  
13 to let this whole corridor go into a state of disrepair  
14 and they demanded action.

15 Now, here's a little bit of background of what was  
16 happening in Los Angeles at that time. It was an  
17 industrial corridor, it was primarily through an African  
18 American and Latino community. This was right after the  
19 1992 civil disturbances, the crack epidemic was there,  
20 there was dumping on this right-of-way, there was toxic  
21 waste. There were chemicals, used tires, paint, sofas,  
22 lean-tos, homeless people, graffiti, vandalism, gang  
23 activity, so there was a lot of tension in the air at that  
24 time.

25 I'll go quickly here. I was at a crossroad

1 because as a community involved person, certainly, I  
2 represented this agency that was -- and I represented the  
3 man, which is more or less the person that was really  
4 neglecting the community.

5 So, I had ties with the community but, yet, my  
6 employer, the MTA, I had to convince that we needed to go  
7 into action immediately.

8 I met with my senior management to bring the issue  
9 to their attention. I promptly assessed the situation, I  
10 went to other MTA properties and took photos, did a  
11 comparative analysis, prepared a comprehensive staff  
12 report.

13 I spoke with the representatives from elected  
14 officials in the area, a coalition of individuals. I went  
15 out and spoke to the merchants, and the shop owners, and  
16 told them to stop dumping. You know, we had signs, we got  
17 the Summer Youth Program involved, the county, volunteer  
18 service workers involved.

19 Essentially, we took a -- I took a comprehensive  
20 approach to get all the people involved so that we could  
21 take action to remedy the situation.

22 Because of the lack of time I'll just say I will  
23 put those entire skills of getting people on opposite ends  
24 to talk, to come together and community to get the job  
25 done, to solve whatever issue is in front of us.

1 MS. RAMIREZ-RIDGEWAY: How will the Commission's  
2 work impact the State? Which of these impacts will  
3 improve the State the most? Is there any potential for  
4 the Commission's work to harm the State and, if so, in  
5 what ways?

6 MR. PARVENU: I'm going to read quickly here  
7 because I know we're short on time.

8 Because I'm an eternal optimist, I believe that  
9 the Commission's work will have an overall positive impact  
10 on the State. Our goal is to draw new district  
11 boundaries, adhering to strict nonpartisan rules. This is  
12 an historic event, not just for the State, but for our  
13 Nation. As the saying goes, the prevailing land -- winds  
14 in the land, rather, begin in the west and blow towards  
15 the east.

16 We hear a lot about too big to fail. I think this  
17 project is too important to fail. This effort if -- or I  
18 should say when successful, will impact the State most by,  
19 number one, helping to restore public confidence in the  
20 democratic process; two, helping to eliminate or minimize  
21 the notion of elected officials having a safe seat, or  
22 what's known as a bipartisan gerrymander, which works in  
23 favor of both parties, actually.

24 Three, reduce cynicism and voter apathy. And,  
25 four, hopefully, it will encourage greater encouragement



1 in the electoral system.

2 We may just turn the tide with this, if we are  
3 successful.

4 There's a potential for the Commission's work to  
5 harm the State, that may occur if the people perceive the  
6 effort to be a failure, if the Commission members cannot  
7 reach a consensus and have a certifiable map or set of  
8 maps by September the 15<sup>th</sup>, 2011, or if decisions are  
9 perceived to be made behind closed doors and not open, and  
10 transparent.

11 If the Commission appears to the public to be some  
12 detached, elite body of decision makers, some czars out  
13 there, gurus making a decision, it has to be open and  
14 transparent.

15 This Office has done an excellent job establishing  
16 a foundation, setting the standard, for maintaining an  
17 open and transparent relationship with the public. If the  
18 Commission is to succeed, we or the Commission must do so,  
19 also.

20 MS. RAMIREZ-RIDGEWAY: Describe a situation where  
21 you've had to work as a part of a group to achieve a  
22 common goal? Tell us about the goal, describe your role  
23 within the group and tell us how the group worked or did  
24 not work collaboratively to achieve this goal? If you are  
25 selected to serve on the Citizens Redistricting

1 Commission, tell us what you would do to foster  
2 collaboration among the Commissioners and ensure the  
3 Commission meets its legal deadline.

4 MR. PARVENU: Okay.

5 MS. RAMIREZ-RIDGEWAY: Five and a half minutes.

6 MR. PARVENU: Okay, very good, very good.

7 Okay, perhaps my best example of working as a  
8 member of a group to achieve a common goal is when I  
9 served as a Public Affairs Office, again for the MTA,  
10 another capacity. I had three titles with them.

11 I'm very fortunate to have had the opportunity to  
12 work with a fantastic group of professionals on the Metro  
13 Redline Construction Project, Segment 2, which extended  
14 the route another 22 miles from Wilshire Boulevard to  
15 Hollywood Boulevard. This was a one -- to Hollywood.

16 This was a \$1 billion project and the second  
17 largest public works project in the nation at the time,  
18 second to the Big Dig in Boston.

19 The collaboration consisted of the project owner,  
20 the MTA, the construction management firm, which was  
21 Parsons-Dillingham, and the contractor, it varied from  
22 station to station.

23 But the key -- there were -- the key to this whole  
24 thing and I know that working as a group, we partnered, we  
25 had a two-week intensive partnership training, the various

1 members of the project, before this two-year project  
2 began.

3           There were three station sites I was directly  
4 involved with, number one was Beverly-Vermont, number two  
5 was Santa Monica-Vermont, number three was Sunset-Vermont,  
6 each were \$50 million public investments.

7           But the assignment, my assignment was construction  
8 mitigation. We had, throughout the three-year process,  
9 from groundbreaking to grand opening, I'll give you the  
10 short version, we had so many issues that we had to deal  
11 with, so many issues. I could write a book on each and  
12 every station and what we had to deal with.

13           But the key point I want to make here, in this  
14 short amount of time, is that we got to know each other  
15 very well first, and we partnered first, and got to know  
16 each other so that the process, the problems that followed  
17 were not as tremendous.

18           Speaking as tremendous, my job as a partnership  
19 specialist was to go out and -- not partnership  
20 specialist. Senior -- Community Relations Office, was to  
21 convince the public to get involved and to sell the idea  
22 of riding a subway in downtown Los Angeles. This was in  
23 1995, one year after the Northridge earthquake, we had a  
24 sink hole. It was a PR nightmare. It was one year later.  
25 It was part of the rail line went through Little Armenia,

1     that's ten years after the Armenian earthquake.

2             Universal Studios had just come out with this new  
3     ride called "Earthquake, the Big One," so I was really up  
4     against the odds. So it was a PR, very challenging PR  
5     experience for me.

6             But the main point was that the partnering session  
7     was tremendously important in us getting that three-year,  
8     multi-million dollar project off the ground. Actually,  
9     under the ground and working, and it's there today.

10            MS. RAMIREZ-RIDGEWAY: A considerable amount of  
11     the Commission's work will involve meeting with people  
12     from all over California, who come from very different  
13     backgrounds and very different perspectives. If you are  
14     selected to serve on the Commission, tell us about the  
15     specific skills you possess that will make you effective  
16     in interacting with the public?

17            MR. PARVENU: Okay. Well, there's -- this is  
18     another strong area for me. I reside in Los Angeles  
19     County, the most populous county in the United States,  
20     with ten million people. One quarter of this State's  
21     population lives in Los Angeles County, they reside there.

22            There are over 224 languages spoken in Los Angeles  
23     County.

24            The L.A. Unified School District says there are 92  
25     languages in the school district, alone.

1           The Cultural Affairs Department for the City of  
2 L.A. publishes a brochure called festivals, with a  
3 directory of festivals in and around Los Angeles, and  
4 there are about 360, almost 360 festivals. That's almost  
5 a festival a day going on, ranging from St. Patrick's Day,  
6 Cinco de Mayo, the Pan African Film Festival, the African  
7 Marketplace. I could go on, and on, and on.

8           In fact, this weekend there's a Native American  
9 Film Festival going on. There's something going on at all  
10 times and I usually attend these events. That's just the  
11 universe of where I'm at now in terms of my home location.

12           But prior to this, coming to Los Angeles to live  
13 back in 1988, I was a planner or researcher, and graduate  
14 student at the Valley of Peace Project in Central America,  
15 where I worked with refugees from Central America.

16           I also traveled extensively throughout Mexico and  
17 Central America.

18           Also, I didn't have room on my application to  
19 mention this, served as an English-as-a-second-language  
20 instructor for the Diversified Language Institute, which  
21 is located in Central -- in mid-Wilshire, the central part  
22 of Los Angeles, by MacArthur Park, known for its large  
23 immigrant population there.

24           And I also taught part-time, evenings at the L.A.  
25 Unified School District with ESL, with ESL students.

1           Also, I want to refer back to my experience, that  
2 I could speak an hour each on. It was, number one, my  
3 experience with the MTA. As a Community Relations  
4 Manager --

5           MS. RAMIREZ-RIDGEWAY: Time. Time. Should we  
6 extend?

7           CHAIR AHMADI: Yes, please.

8           MR. PARVENU: Okay, real quick, just two  
9 sentences.

10          MS. RAMIREZ-RIDGEWAY: Why don't you take -- take  
11 what you need.

12          MR. PARVENU: And to top it off with the MTA, as a  
13 Community Relations Manager and Senior Communications  
14 Officer, where I dealt with transit-dependent populations  
15 and with the U.S. Census Bureau, as a Community  
16 Partnership Specialist, where I dealt with the hard to  
17 enumerate populations of Los Angeles.

18          MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

19          CHAIR AHMADI: Thank you. Good afternoon, Mr.  
20 Parvenu.

21          MR. PARVENU: Good afternoon, Mr. Ahmadi.

22          CHAIR AHMADI: Take a deep breath.

23          MR. PARVENU: Yes.

24          CHAIR AHMADI: I think now I understand what you  
25 meant by what you said in part of your application, which

1 I'm going to start with.

2 MR. PARVENU: Yes.

3 CHAIR AHMADI: You mentioned that there's a great  
4 deal of other relevant material that you'd like to share  
5 with us --

6 MR. PARVENU: Yes.

7 CHAIR AHMADI: -- but the space was so limited and  
8 the time was short.

9 MR. PARVENU: That's right.

10 CHAIR AHMADI: So, why not go ahead and start with  
11 that.

12 MR. PARVENU: Okay.

13 CHAIR AHMADI: What relevant material did you plan  
14 to share with us?

15 MR. PARVENU: Well, I've observed your process  
16 here, this very open and transparent process. And I,  
17 myself, was on the other side of the table, interviewing  
18 potential candidates for transportation dollars with the  
19 MTA.

20 And I just wanted to mention, briefly, now that I  
21 can catch my breath, one of the assignments I had where I  
22 had to demonstrate impartiality was with the MTA, when I  
23 was a project manager.

24 I had three assignments with the MTA. One -- I  
25 should just make it clear, I couldn't break -- I didn't

1 know exactly how to break this down on my application.  
2 One job I had with the MTA was with -- was as a Project  
3 Manager. That's when I worked with Proposition A and C  
4 Local Return, and with the Call for Projects Program as a  
5 Transportation Demand Management Specialist.

6 Under that capacity I also worked with Metro Link  
7 Development for the three stations, Montebello Station,  
8 Commerce Station and Norwalk Station. That's all with the  
9 MTA from the year 1992 to '94.

10 Also with the MTA, I was a Public  
11 Affairs/Community Relations Officer. And under that  
12 capacity I served as a Metro Redline -- with the Metro  
13 Redline construction project, along the Vermont Avenue  
14 corridor of the Hollywood line. And I was involved,  
15 primarily, with construction mitigation, where I reached  
16 out to the community to have them engaged in our multi-  
17 million dollar construction project.

18 And my third capacity with the MTA was as a Senior  
19 Communications Officer for the Southern Region of  
20 Operations, where I dealt with transit operations issues  
21 of the entire southern -- there were three regions of L.A.  
22 County, North, Central and South, and I was the Senior  
23 Communications Officer for the entire Southern Region.

24 But now, back to part one of those three job  
25 scenarios. One are that I wanted to express with you is



1 that every two years the MTA is required to divvy up  
2 millions of dollars for transportation improvement  
3 projects throughout the region. These areas included  
4 surface -- regional surface transit projects, goods  
5 movement, so on, and so on, I won't mention them all.

6 Although I had to be aware of all of these other  
7 funding categories, my area of specialization was  
8 transportation demand management.

9 And as I mentioned before, I was responsible for  
10 the planning, program and distribution of over, in this  
11 case, \$2.5 million of funds to a pool of qualified  
12 applicants from the southeast area of Los Angeles County.

13 I was responsible for community outreach,  
14 organizing informational workshops, public forums, media  
15 relations, putting out public service announcements. I  
16 actually had to prepare and issue the RFP, or request for  
17 a proposal, as we all know.

18 After the initial outreach phase I would be  
19 responsible for reviewing the applicants and screening  
20 them to determine the most eligible, being as objective in  
21 as possible in the process.

22 The criteria for selection included regional  
23 surface, inter-modal integration, project need, benefit to  
24 the overall system, a local match from the applicant, cost  
25 effectiveness, land use and environmental compatibility.

1 These were the actual measures that we used to score the  
2 various, or rank the various applicants, and from a scale  
3 of zero to 100.

4 But I wanted to make the point that I would  
5 exercise the same degree of impartiality in terms in  
6 making -- if selected to the panel, using quantitative  
7 measures prior to coming to a decision there must be some  
8 type of quantitative measure to assess how that project  
9 fits into the overall scheme of what we're doing.

10 After the list was confirmed I was responsible for  
11 scheduling the interviews, for participating on the  
12 selection panel, following up with all correspondence and  
13 actually granting the award.

14 After the award was granted, I was then  
15 responsible for preparing the MOU or the letter of  
16 memorandum -- of understanding, the LOU -- LOA, which  
17 included a carefully defined scope of work, project  
18 schedule, monthly expense report requirement, status  
19 update requirement, projected cost overruns.

20 In essence, I was a project manager of these  
21 projects. Four, just to give you an example, four of the  
22 projects I oversaw and management were the Compton Transit  
23 Center's Telecommunication Center and Child Care Program.  
24 The idea was to connect our fiber optic, our system, our  
25 cable system with Trade Tech, which was downtown, so

1 individuals didn't have to go to take class in the  
2 classroom, they could just come to the Transit Center.  
3 There was a child care center there so they could, you  
4 know, leave their children there and take classes on site.

5           The Long Beach Bike Locker Program, the Watts Dash  
6 Program and the Southeast Los Angeles Transportation  
7 Management Organization Project, which was designed to  
8 relieve congestion.

9           So, these are just a few examples of, number one,  
10 how I exercised impartiality. Number two, how I oversaw  
11 projects to make sure that they were completed on time and  
12 on schedule. And, number three, how I managed to  
13 communicate and outreach to the public.

14           CHAIR AHMADI: Thank you so much.

15           Let's put that experience and knowledge in  
16 perspective at the Commission level.

17           MR. PARVENU: Okay.

18           CHAIR AHMADI: What value does -- do you bring to  
19 the Commission --

20           MR. PARVENU: Okay.

21           CHAIR AHMADI: -- having all this, you know,  
22 experience and wonderful knowledge about, you know,  
23 Southern California, especially? And you also mentioned  
24 working on FEMA and being in all 58 counties at some  
25 point, and especially the four counties that you've

1 mentioned that you have been through every road on the  
2 county, what value -- why is it valuable?

3 MR. PARVENU: Okay. Well, I think it's valuable  
4 because it gives me the breadth, the width, the depth and  
5 the scope of what this project entails, having familiarity  
6 with its landscape, its human landscape, its physical  
7 landscape, its demography, its diversity.

8 The value that I bring in terms of some of my past  
9 training includes some of the intensive, I guess, pre-  
10 project preparation that I've received.

11 By that I mean, for example with the U.S. Census  
12 Bureau, I'll just refer to that one incident -- one job,  
13 rather.

14 They sent all of the community partnership  
15 specialists to Arlington, Virginia for intensive training,  
16 one week intensive training, because they knew what we  
17 were about to embark upon. And we used to pride ourselves  
18 on saying that the year 2000 Census was the largest  
19 peacetime mobilization in the history of the United States  
20 and, at that time, it was. I'm guessing that 2010 was an  
21 even greater experience.

22 But in our extensive training day one we were  
23 trained in -- we were trained in time management  
24 intensively. There were about three or four hundred of us  
25 at the time that were trained in time management.

1           Number two, problem solving. Number three, media  
2 relations. Number four -- I have my notes here somewhere.  
3 Number four it was -- well, day five what we had was a day  
4 where we put it all together, we were critiqued.

5           I guess my point is, if the federal government can  
6 invest in my training, that's a positive contribution that  
7 I bring to the Commission.

8           and if the MTA, as well, prior to embarking on our  
9 three-year project of building a Metro Redline station, we  
10 had two-week partnership specialists with the MTA -- the  
11 MTA's key staff persons on this project, with the  
12 construction management firm, Parsons-Dillingham, and  
13 their project manager, their safety, their quality  
14 engineer, and all the others. Our public works person,  
15 our traffic person and the contractor's personnel.

16           We were trained, for about two weeks, to learn how  
17 to work together as a team. So, we had problem solving,  
18 we had charades, we had different -- different role  
19 playing. We had different activities that forced us to  
20 come together and work as a team.

21           I bring all of this previous training with me.  
22 Because I realize how important it is for the Commission  
23 and the Commission members to get off to a great start  
24 very quickly.

25           I know that Section 60855 mentions the training

1 that we will receive, and I know we'll be receiving  
2 training with the mapping, and with other. Knowing about  
3 the geography and diversity of California, I feel I have a  
4 great head start in that area already.

5 Mapping skills or the software that's needed, I  
6 know Maptitude. Not extremely well, but at least the  
7 fundamentals, that's another great start.

8 I'm familiar with cartography and just what we  
9 need, just principles, basic principles of map making, and  
10 I'm very comfortable and familiar with maps. And I think  
11 that these practical, relevant skills could be a  
12 tremendous asset to the Commission body as a whole.

13 CHAIR AHMADI: Thank you, sir.

14 How much time do I have left?

15 MS. HAMEL: Ten minutes.

16 CHAIR AHMADI: Okay, thank you.

17 Let me -- in your application you marked your  
18 party affiliation as Peace and Freedom Party on your  
19 application.

20 MR. PARVENU: Okay.

21 CHAIR AHMADI: But then later on, I believe in  
22 response to the Bureau's research, you sent us an e-mail  
23 to correct that, stating that you're a declined to state?

24 MR. PARVENU: Yes.

25 CHAIR AHMADI: This was back in June of this year.

1 What happened, was this just a human mistake or --

2 MR. PARVENU: Yeah, I couldn't remember exactly if  
3 I had voted the last election as a Peace and Freedom Party  
4 member or not, so I didn't want any discrepancy to appear  
5 that might tarnish my application. Or might not tarnish,  
6 not the word, but raise question -- or question. I see  
7 you're raising the question now, I'm not sure --

8 CHAIR AHMADI: I just want to make sure that I'm  
9 clear on the reason why.

10 MR. PARVENU: Yeah, I have voted Peace and Freedom  
11 before. But I, at this point, prefer to be nonpartisan  
12 because I just -- that's just a personal preference at  
13 this point. It was not a mistake, I just decided that  
14 it's probably better to go decline to state.

15 CHAIR AHMADI: Please help us understanding, what  
16 do you mean by preferring to be nonpartisan.

17 MR. PARVENU: Okay.

18 CHAIR AHMADI: You mean in terms of official  
19 registration or --

20 MR. PARVENU: Well, in terms of my political  
21 affiliation. I want to remain -- throughout this process  
22 I want to remain neutral.

23 CHAIR AHMADI: I got you.

24 MR. PARVENU: Just want to remain neutral, yeah.

25 CHAIR AHMADI: Thank you, sir.

1 MR. PARVENU: You're welcome.

2 CHAIR AHMADI: In your application, you also

3 mention interactions with a wide range of local and

4 regional organizations and agencies.

5 Are you or do you have any interaction with

6 community organizations?

7 MR. PARVENU: Well, yes, I do.

8 CHAIR AHMADI: Which ones?

9 MR. PARVENU: I have interactions.

10 CHAIR AHMADI: Which ones?

11 MR. PARVENU: Well, my letters, too, I received a

12 letter of support from the Community Coalition. I

13 received a letter of support from the Christ Unity Center,

14 and I received a letter of support from the Alibi Center.

15 So, those are three very close community associations that

16 I'm affiliated with.

17 CHAIR AHMADI: Okay. Thank you, sir.

18 Given that I have limited time, I just wanted to

19 make sure that I ask you this question, that I was

20 planning to ask.

21 Assuming that you're selected as one of the eight

22 Commissioners, could you tell us or can you tell us,

23 please, what would be -- what do you think the first few

24 weeks in the life of a Commissioner will be like?

25 MR. PARVENU: Okay. Well, I think the first few



1 weeks are going to be very exciting, actually. But it has  
2 to be a tempered excitement because it's not an  
3 emotional -- it's not an emotional -- it's a little time  
4 for emotion and a lot of time to get busy and actually get  
5 some work done. It's a time to -- it will be a time to  
6 actually dig in, get to know the scope of the work. It's  
7 a very time sensitive schedule.

8 I mean, we have to be sensitive to the timing and  
9 the schedule that we're on. We have to establish critical  
10 milestones. We have to, first of all, get to know each  
11 other well.

12 We have to break down the barriers, communicate,  
13 know where our strengths and weaknesses are, that's why I  
14 always refer back to the pre-activity training that I  
15 referred to before with the other major projects I've been  
16 a part of.

17 I view this as a major project and the goal is to  
18 have the three maps available by September 15<sup>th</sup> of next  
19 year.

20 So, getting off to a good running start is  
21 critical. I think that it's going to involve -- again,  
22 beyond our personal training it's going to involve a lot  
23 of time and research.

24 In just preparing for this interview I began to  
25 dig into the paperwork to see just what's involved with

1    this and it's very intense.

2               We have to know what the questions are. And, of  
3    course, there's going to be some differences, differences  
4    among the Commission members, but we have to speak with a  
5    common voice when it comes to at least communicating the  
6    goals and objectives of what this Commission's overall  
7    intention is. We have to speak with one voice.

8               CHAIR AHMADI: What qualities -- thank you, are  
9    you finished?

10              MR. PARVENU: I'm done.

11              CHAIR AHMADI: What qualities you will be looking  
12   for in the additional six Commissioners --

13              MR. PARVENU: Okay, I will look for --

14              CHAIR AHMADI: -- that the first eight will have  
15   to select?

16              MR. PARVENU: Sure, sure. I will look for  
17   qualities that will complement. Once we go through the  
18   process of where our strengths and weakness, to find out  
19   what those qualities are that would best complement our  
20   basic skill set that we have in place.

21              And that's irrespective of the political party,  
22   irrespective of the person's location, whether he or she  
23   is from the north, south, urban, rural. I think that  
24   we'll have to find the best qualified candidate that can  
25   complement the entire group.

1           And I'm not certain what the criteria would be for  
2   determining what that, exactly -- how we would go through  
3   that process, because I don't know, without the other  
4   members' input, of course, at this early stage. But we'd  
5   have to come to agreement, ourselves, as to what would  
6   best complement us as a whole.

7           CHAIR AHMADI: What about the diversity of the  
8   Commission?

9           MR. PARVENU: Absolutely, that's very important.  
10   That's very important. Diversity is important.

11          CHAIR AHMADI: Why is it important?

12          MR. PARVENU: It's important because this is a  
13   diverse State and is geographic diversity, as well as  
14   human diversity, is the keystone of what I think is -- I  
15   think that's pretty much what the public is expecting in  
16   terms of us being open and transparent, and reflecting  
17   what the State and what the population looks like.

18          And as I mentioned before, we're -- we have --  
19   there is a broad spectrum of who we are as Californians  
20   and I think that's something that would be appreciated by  
21   the public in terms of maintaining, instilling or  
22   maintaining public confidence in us, in our decision  
23   making process.

24          For example, if someone knows that -- let's say  
25   the maps are completed and if there is no diversity,

1 someone may question why was this line drawn here? There  
2 they go again, it's those decision makers, it's those  
3 people, those other people out there making decisions that  
4 are impacting my life.

5           Whereas, if there's diversity and someone knows  
6 that there's some type of scrutiny in the process that  
7 involves individuals that can speak on some of the  
8 challenges, and conflicts, and sort of iron this out  
9 before it's finally brought to completion, I think that it  
10 just adds to the process.

11           CHAIR AHMADI: Okay. Thank you so much,  
12 appreciate it.

13           MR. PARVENU: Okay.

14           MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

15           VICE CHAIR CAMACHO: Thank you.

16           Hello, Mr. Parvenu.

17           MR. PARVENU: Hi, Ms. Camacho.

18           VICE CHAIR CAMACHO: I just wanted to get a little  
19 bit of clarification on one of the answers that you  
20 provided Mr. Ahmadi. For the qualities of the other six  
21 Applicants, I thought you said that you should select the  
22 best qualified irrespective of political party and  
23 geographic locations of the candidates; is that what you  
24 said?

25           MR. PARVENU: That's correct.

1           VICE CHAIR CAMACHO: If the law says that you have  
2 to look at political party to make sure there's five  
3 Republicans, five Democrats, and that you have to have the  
4 Commission look like the diversity of California, would  
5 you have those qualities be second to making sure that  
6 the -- or those skills second to fulfill those  
7 requirements within the law?

8           MR. PARVENU: No, I think we'd have to adhere  
9 strictly with what Proposition 11 indicates, and I believe  
10 it's two, two and two. Two Republicans, two Democrats,  
11 and two others as the other six, remaining six, I believe  
12 that's the case. So, we'd have to abide by what the law  
13 states, of course.

14           So, I suppose when I mentioned irrespective of the  
15 political party, I mean that if the previous nine, the  
16 first -- I mean the first -- the first group has, I guess,  
17 a more dominant -- let's just say if the political group  
18 within the first six are more persuaded by the Republicans  
19 there, or the Democrats there, then their opinion about  
20 who the remaining six are shouldn't sway that decision of  
21 selecting the other six. I don't know if that's making  
22 any sense to you.

23           VICE CHAIR CAMACHO: Well, let me -- let me --

24           MR. PARVENU: Okay.

25           VICE CHAIR CAMACHO: -- reiterate. So, you're

1 saying that if the political parties that are there are  
2 stronger and try to voice their opinion higher on the  
3 individuals that they want to bring in, it should be  
4 looked on skills of those political parties --

5 MR. PARVENU: That's right.

6 VICE CHAIR CAMACHO: -- and those other  
7 qualifications or those other items within the law.

8 MR. PARVENU: That's correct.

9 VICE CHAIR CAMACHO: Okay.

10 MR. PARVENU: That's correct.

11 VICE CHAIR CAMACHO: When I was looking through  
12 your application I got a little bit confused and I was  
13 hoping that you could help clarify this for me. I saw,  
14 reading through your application, that you cited your  
15 title as Zoning Investigator, Zoning Analyst, Urban  
16 Planner and City Planner. Can you help me out a little  
17 bit there, please?

18 MR. PARVENU: I can help with that, yes. I know  
19 that's very confusing.

20 In the Planning Department for the City of Los  
21 Angeles, basically I consider myself an urban planner  
22 because I have 22 years of planning experience, so I'm an  
23 urban planner.

24 Before working for the City of L.A. I considered  
25 myself a city planner, an urban planner, it was pretty

1 much synonymous in my mind.

2 But in the City of Los Angeles we have the  
3 planning profession divided as follows: we have a planning  
4 assistant position, a city planning associate, which is a  
5 little higher, and a city planner, which is higher. And  
6 the city planner supervises the planning associates and  
7 that's the hierarchy there.

8 As a City Planning Associate for the City Planning  
9 Department I'm assigned to the Office of Zoning  
10 Administration, which is a division within that  
11 Department.

12 Now, the Office of Zoning Administration has a  
13 Zoning Investigations Unit, and in that Unit I'm a Zoning  
14 Investigator in the Zoning Investigators Unit, but my  
15 specific title in that unit is a Zoning Analyst.

16 So, investigator and analyst is sort of the same,  
17 the same title, so it's a bit confusing. So, I use both  
18 titles sort of interchangeably, that is analyst and  
19 investigator.

20 Because when I'm out in the field I'm  
21 investigating, when I come back to the office and I'm  
22 looking at my findings, I'm analyzing it. It's sort of  
23 how it's arranged there.

24 VICE CHAIR CAMACHO: Okay. As a zoning analyst  
25 how are you sure you have received all the necessary

1 information to make an informed and impartial decision?

2 MR. PARVENU: How do I -- could you repeat how  
3 do -- how what?

4 VICE CHAIR CAMACHO: Yeah, how do you?

5 MR. PARVENU: How do I?

6 VICE CHAIR CAMACHO: Yeah. Do you want me to  
7 repeat it one more time or you get it?

8 MR. PARVENU: No, I understand.

9 VICE CHAIR CAMACHO: Okay.

10 MR. PARVENU: As a zoning analyst, okay, sure.  
11 Well, that's my job, this is easy, okay.

12 First of all I provide -- I don't provide  
13 recommendations to the zoning administrator, who actually  
14 makes the decision. But what I do is I go out and I --  
15 first of all I receive an application. Let's just say  
16 it's a zone variance or a condition use permit  
17 application, or some other entitlement application, I then  
18 leave, go out to the field and make sure that the  
19 information that the applicant provided is consistent with  
20 what I see out in the field.

21 It's important to have the proper landscape plans,  
22 the plans, the elevations in the hillside areas of Los  
23 Angeles that can become quite difficult, or quite a  
24 challenge working with some of these cases. Because of  
25 the height is incorrect, if it's a 45-foot height limit



1 and the plans show a 45 and one inch height, I mean, that  
2 could create a major problem in the hills.

3 Backyard setbacks, side yard setbacks, I look  
4 at -- I look at various aspects of the application to make  
5 sure that what the applicant submitted is actually what's  
6 out in the real world.

7 So, I end up making observations. I'll make sure  
8 that what they're proposing is compatible with the  
9 surrounding uses. I'll make sure that I go around and  
10 take photos of the neighborhood. I investigate, I look at  
11 the map and I find out if there are any type of --  
12 basically, if the project is in conformance with the  
13 general plan, with our specific plan. If it's in a  
14 specific plan, that's a whole new set of criteria that I  
15 need to look at.

16 Basically, I go out and make sure that what's out  
17 there in the real world is consistent with what the  
18 Applicant has submitted to us in terms of a project  
19 proposal.

20 This could be for, let's just say, a new building,  
21 it could be for an expansion to an existing building, it  
22 could be for -- it could be for a number of reasons that  
23 are what we call entitlements, or exceptions to what the  
24 zone code allows.

25 So, also we have inconsistent uses. Also, we

1 have -- we look at impacts on the neighborhood, for  
2 example. Auto related uses can be a problem in certain  
3 locations or if it's a -- if someone wants to open up a  
4 club and serve alcohol, and it's close to another  
5 sensitive use, we have to make sure that we note that. We  
6 have to make sure that -- there's so many examples of uses  
7 that could be incompatible and I have to make a judgment  
8 as to whether or not it really fits, fits our criteria as  
9 established by our community plans, and general plan. And  
10 again, not making a recommendation, but I bring that  
11 background material and my findings to the zoning  
12 administrator, who serves a quasi-judicial function of  
13 making a decision based on the information I provide him  
14 or her.

15 VICE CHAIR CAMACHO: Okay. You talked about  
16 having a geography degree and what you know about that,  
17 and the skills that you have. How would that be helpful  
18 to you with the other Commissioners, in helping them  
19 understand?

20 MR. PARVENU: Okay. A major observation here that  
21 I've noticed in reading the material for this Commission,  
22 is the whole notion of communities of interest. And it's  
23 interesting -- well, first of all, my background in  
24 geography I think can be very helpful to the overall  
25 discussion or debate as to how we look at the real world

1 environment that's set before us and how we define exactly  
2 where community of interest begins and where it ends.

3           There's the notion that there's a perceived world,  
4 there's a natural landscape, there's a human landscape,  
5 and there's also a sense of place that one has with one's  
6 own particular environment.

7           One of my professors, YiFuTwan, for example, wrote  
8 a book on space and place, at Wisconsin, talking about how  
9 does one really define space?

10           For example, in Los Angeles, I'll give you some  
11 concrete examples. We have North Hollywood, but then  
12 there is Toluca Lake that's a separate community in North  
13 Hollywood, that has -- they have their own perceived  
14 common interest. We have Van Nuys, but then there's this  
15 area where they want to break away from Van Nuys and  
16 become, let's see, Lake Balboa.

17           We have other areas that are like that in Los  
18 Angeles, where individuals are defining their place.

19           And when I look at the neighborhood councils, we  
20 have over 200 neighborhood councils in Los Angeles, and I  
21 look at the boundaries of where these neighborhood  
22 councils are, and it's interesting to me as to how does a  
23 group of people define their community?

24           And it's okay in a general sense to think, okay,  
25 that's Hancock Park, or that's Atwater Village, or that's

1 here, or there, or whatever.

2 We have one area of the City, in the West Adams  
3 area, that if you go this way is Arlington Heights, if you  
4 go that way it's West Adams, if you go that way it's  
5 Harvard Heights, if you go another way it's something  
6 else, Jefferson Park.

7 These aren't just arbitrary decisions, there's  
8 some logic that goes into how this group, how these  
9 individuals that reside in this area define their space,  
10 and the sense of ownership they have with that space that  
11 they've defined for themselves.

12 In the general sense it's okay, but it's the in  
13 between areas is where the discussion, I think -- where it  
14 needs to be fine tuned as to where the discussion, I  
15 think, needs to be clear or be delineated, and that's  
16 where I think a geography background comes in at. It's  
17 helping to find the periphery of where one community ends  
18 and where another one begins.

19 I did that when I was in the Valley of Peace, for  
20 example, in Central America, whereas the entire Valley of  
21 Peace was one block, for example.

22 The British way, Belize, formerly British Honduras  
23 used to say here's some hectares, X amount of hectares,  
24 it's in a square grid pattern, with the meets and bounds  
25 and it's that's it, okay.

1           But as the people settled in this refugee camp,  
2 they didn't settle in a box in a square, they settled,  
3 they had settlement patterns and they sort of defined  
4 their own space.

5           And so in my defining what the human periphery was  
6 of the Valley of Peace was different from what the  
7 topographic maps, or the choropleth maps, or the various  
8 maps would indicate. It's a human landscape that had to  
9 be taken into consideration in terms of where that space  
10 was, or where that community was, or how that community  
11 defines itself.

12           VICE CHAIR CAMACHO: How did you determine, at  
13 that location, where those boundaries were?

14           MR. PARVENU: Well, it was pretty rudimentary in  
15 that case, in a refugee camp. Basically, plain and  
16 simple, I just walked out and found the last house on the  
17 road, or the last house on a path and just sketched it on  
18 a map and said, okay, at this point, at this snapshot in  
19 time, this is where -- it was sort of like a radial -- the  
20 inhabitants from Central America came to Belize and  
21 settled along this river front. And it was along the  
22 river but, yet, well, not quite along the river, but they  
23 etched out sort of like a radial patterns where they put  
24 their agricultural plots at.

25           So, it was basically where the settlement ended

1 and the forest began, the tropical forest began. So, that  
2 was the sketching out that I did, basically, to find what  
3 the human perimeter was. Of course, that fluctuates as  
4 the community expands, but at that particular time that's  
5 what the immigrants from other countries into Belize  
6 defined as their place.

7 MS. HAMEL: Five minutes.

8 VICE CHAIR CAMACHO: Thank you.

9 Obviously, don't have the time to go out and walk  
10 California.

11 MR. PARVENU: Oh, yeah.

12 VICE CHAIR CAMACHO: What would you suggest the  
13 best way to identify these communities of interest or  
14 these areas, so you can draw your maps, if you're a  
15 Commissioner, more efficiently?

16 MR. PARVENU: Sure, sure. I think a key part of  
17 what we do or what the Commission will do is to have the  
18 consultants that we need to bring the raw data to us, so  
19 that we can determine, make good judgment decisions based  
20 on surveys, for example, of those areas that are sort of  
21 ambiguous.

22 In addition to data collection -- data collection  
23 certainly is -- surveying and data collection is certainly  
24 something that we'll need to find out, for example, in a  
25 community where -- we did some of this with the Department

1 of Neighborhood Empowerment.

2 Where -- who do you relate with? Where do you  
3 relate? I mean, what stores do you attend?

4 For example, I mentioned Atwater Village. Atwater  
5 Village is located very close to Glendale. It's a part of  
6 Los Angeles, but there's a -- there's a human boundary --  
7 there's a man-made boundary there and there's a river  
8 there, too, and then there's a geopolitical boundary  
9 there. But the people relate primarily -- well, they go  
10 everywhere, of course, no one just goes anywhere, but they  
11 certainly shop at the Glendale Mall, it's closest,  
12 convenient, their children go to schools on the other  
13 side.

14 But that's an example of how -- let's see, I sort  
15 of got off track here.

16 That's an example of how we're going to have to  
17 have some kind of input as to what do the people,  
18 themselves, feel as though or determine -- what do they  
19 determine their space to be and how do they relate to  
20 their surrounding areas?

21 And, basically, you can't, of course, walk the  
22 entire State, or the county, or whatever, but we can  
23 certainly use survey data to make decisions as to how  
24 people relate to the place they call home and how we can  
25 define that in terms of the -- determining what a

1 community of interest is so that we or the Commission does  
2 not make arbitrary decisions to cut up these, or to split  
3 these communities of interest, without having some  
4 research or background as to what these communities of  
5 interest actually are?

6 VICE CHAIR CAMACHO: Would there be any other  
7 tasks that you think would be beneficial of getting this  
8 information?

9 MR. PARVENU: Other tasks? Well, yes, we need to  
10 have forums, we need to have open meetings, we have to  
11 have public forums that are in accordance with the Bagley-  
12 Keene Open Meeting Act. We have to actually inform every  
13 community, so that what we're doing is not some foreign  
14 concept. I mean, we need to outreach. And I think, as I  
15 expressed before, I consider myself very good at  
16 outreaching to the public. So, definitely having outreach  
17 and public input is something that we need to definitely  
18 do to get a sense of what the residents of a particular  
19 area feel is important to them in terms of their sense of  
20 place.

21 VICE CHAIR CAMACHO: Thank you. That was my last  
22 question.

23 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

24 PANEL MEMBER SPANO: Thank you.

25 Good afternoon.



1 MR. PARVENU: Good afternoon.

2 PANEL MEMBER SPANO: You mentioned in your  
3 application that you intend to maintain a fair and  
4 unbiased approach in determining new district boundaries.

5 MR. PARVENU: Yes.

6 PANEL MEMBER SPANO: You are supposed to  
7 separate -- you state this, that you're supposed to  
8 separate more Redline communities simply for political  
9 purposes. Can you tell me what you mean by this response?

10 MR. PARVENU: Okay. Well, my overall response to  
11 that is that I have a strong -- I feel that I have a  
12 strong sense of justice, and it's important to me that --  
13 and I also understand the history of the State, this  
14 nation, and where we are to bring us to this point today,  
15 where all these issues that we're talking about, the  
16 Voters Rights Act, and I understand the importance of one  
17 person, one vote, and I understand the importance of in  
18 order to -- in order to have the best possible democracy  
19 that we can, that it involves the engagement of as many  
20 people as possible.

21 And in terms of redlining, and gerrymandering, and  
22 all of those other strategies, and divisions that have  
23 been used in the past, called isms and schisms, when I  
24 think of -- speaking of justice, when I think of how  
25 Europe, for example, colonized Africa and split certain

1 communities up -- I know this is going on the other side  
2 of the world here, but there are lasting repercussions  
3 from that, you know.

4 Five hundred years later there's still issues, and  
5 battles, and different problems that have resulted from  
6 that decision. That's a macro level example.

7 A micro level example, looking at the Nation or  
8 the State, is that we have to be very careful of the  
9 situations that we create when we draw certain district  
10 boundaries, because they have long-ranging implications.  
11 And those implications will last far beyond the ten years  
12 that this Commission will establish boundaries for.

13 There may be long-term implications as a result of  
14 it, so we have to be very careful, mindful of the long-  
15 term impact of what we're doing.

16 And, of course, redlining and those other  
17 instruments that I mentioned, they were tools of the past.  
18 Well, this Prop. 11 is a tool of the present that's going  
19 to create a future, so let's use this tool to create a  
20 good, the best one possible.

21 PANEL MEMBER SPANO: What do you think the long-  
22 term implications are going to be?

23 MR. PARVENU: Okay. Well, we certainly have  
24 demographic change in this State. I'm as anxious, as  
25 anyone else, to know what the Census results are going to

1 bring. Having worked for the Census, every ten years I've  
2 always looked forward to working with numbers. I've  
3 always looked forward to the snapshot in time as to where  
4 we are right now.

5 I think the long term, if this is done correctly, the  
6 long-term results will be, again, greater participation.  
7 I think people are fed up with where things are going  
8 right now in California, with these impasses we have in  
9 Sacramento, not getting the budget passed, we have -- we  
10 have the City of Bell, and we have a lot of apathy that's  
11 going on with just the elected officials -- with the  
12 elected officials that are in office.

13 This notion of safe seats, you know, the whole  
14 notion of district competitiveness needs to be addressed.  
15 I think that we're really standing at a place right now  
16 where we can make a change and we can make a difference.

17 Where we're headed, what type of implications  
18 we're going to have, I could just speculate at this point,  
19 but I think that this is a good step in the right  
20 direction. And I think that if the result of this  
21 activity brings forth greater participation that we will  
22 have done our job and it will have been a successful  
23 experiment and an activity gone right in this Nation.

24 And I think we need to turn the tide of public  
25 opinion as to where we're headed as a democracy in this

1 State.

2 PANEL MEMBER SPANO: You state that you understand  
3 the State's population consists of individuals that share  
4 certain demographic characteristics that may reflect their  
5 preferences concerning political representation. There  
6 are vast differences in race, ethnicity, gender, sexual  
7 orientation and economic status.

8 What does this statement mean to you?

9 MR. PARVENU: It means we've got a lot of every --  
10 that California is a nation in and of itself, we've got it  
11 all here. I mean, if it stood alone, it would be like the  
12 19<sup>th</sup> largest economy in the world.

13 This is an awesome State, it's a gold mine. This  
14 is a very a -- I'm very privileged to be here, both here  
15 at this table, as well as in Sacramento, the Capitol of  
16 this State, and this State, itself.

17 Because I think it's a tremendous -- it's a  
18 tremendous opportunity for us, with this varied geography  
19 and varied demographic to set an example for the rest of  
20 the Nation of how we, as a people, can come together and  
21 do something right.

22 There's so many -- there's so many contributions.  
23 I believe in the good in my fellow man and fellow woman.  
24 I believe I look for the good and I believe that there are  
25 some things gone wrong here in this State, that have gone

1 wrong. There's a lot to be critical and cynical about,  
2 but I believe in the human spirit and I think that this is  
3 a good opportunity to encourage greater -- greater  
4 participation in the democratic process that crosses all  
5 of those various levels that you mentioned there, that I  
6 wrote, actually, to demonstrate that we can pull together,  
7 and work together and make this place a success, and it's  
8 not just some scattered Tower of Babel, with all these  
9 varied people just -- you know, we just can't get it  
10 together. That we just know that there's a fabric,  
11 there's a social fabric and there is some uniformity here  
12 and there is some consistency here, and that consistency  
13 is that we can pull together and make this -- make this --  
14 make this proposition successful and beneficial to the  
15 majority of the people in this State.

16 PANEL MEMBER SPANO: Can you give me a few  
17 examples that illustrate the point from different types of  
18 diversity, you know, in terms of the economic, geographic,  
19 ethnic, and racial, gender, et cetera?

20 MR. PARVENU: Okay. Examples. Well, where I live  
21 at we have, I think -- well, I'll give you an example.  
22 Here's an example. My best example, I think the title  
23 sort of implies what I'm saying.

24 I taught at the Diversified Language Institution  
25 in Wilshire, and my students -- my students came from

1 different -- had different backgrounds. I did not just  
2 teach Spanish-speaking students. I had -- I actually had  
3 one student who was a Russian, and he truly was a rocket  
4 scientist. I can say I taught a rocket scientist. He was  
5 a student, he was there to learn English, like everyone  
6 else. He was driving a cab, but he wanted to know  
7 English.

8           A Korean, I had Korean students in my class,  
9 Armenians. I had Africans in my class that spoke French.  
10 I had a wide variety of students.

11           And what I liked doing most is breaking down  
12 barriers. And because there are too many of us that have  
13 stereotypes of other people, but when you break down  
14 barriers there's nothing like that, to me, that really,  
15 really just gives me a great deal of satisfaction when you  
16 shake people out of your comfort zone, or when you  
17 prejudge people, and you have this notion about the way  
18 people are and have them afterwards just come back around  
19 and say, wow, this is -- that person isn't like that.

20           I'll give you an example. When I first walked  
21 into my class I had some Latino students that looked at  
22 me, an African American and thought, oh, wow, I want to  
23 learn -- I want to learn correct English. I mean, we  
24 can't learn correct English from an African American, you  
25 know.

1 (Laughter.)

2 MR. PARVENU: And I did, I also saw the Russian  
3 guy I was mentioning, he was sitting in the back, he  
4 looked stone-faced, he was very, oh, how did I get this  
5 African American? Oh, gee, I want to learn correct  
6 English. He can't teach, they don't even speak English  
7 well. That's the stereotype, right.

8 PANEL MEMBER SPANO: Uh-hum.

9 MR. PARVENU: But after the class, after the three  
10 months, after we got to go into the mechanics of English  
11 and grammar, and I made it fun, I talked about some of the  
12 idiomatic expressions we have, you know, that are so  
13 unusual to a person not from here, as theirs are to me.

14 After engaging them and making English fun, you  
15 know, I had some of these stone-faced people, the Russian  
16 guy came and shook my hand, and cracked a smile, and said,  
17 thank you, Mr. Andre, you know, you've taught me well and,  
18 you know, I appreciate your class.

19 And some of the Latinos who -- in some cases, I  
20 was the first African American they got to know, you know,  
21 in some cases really closely, to really be appreciative  
22 and open up. It's a great feeling when you can break  
23 those stereotypes that others have, and you can have  
24 people to mentally cross the line of their preconceived  
25 notions and to -- I think a lot more of that needs to be

1 done with a lot more of us.

2 I, myself, had to break down my preconceived  
3 notions. Because as a community partnership specialist,  
4 our office, our local Census office was in Culver City, so  
5 I had to go and speak to different community groups. I  
6 was at convalescent centers, I was at schools, and  
7 churches, and synagogues and, you name it, everywhere,  
8 giving my spiel about how important it was to be a part of  
9 the Census.

10 I was a bit reluctant about going to one of these  
11 places, and I can't remember if it was an Elks Club, or a  
12 Moose Club because, you know, you had the good old boys  
13 there, with the pickup trucks, you know, and I was like,  
14 okay, I'll -- I wasn't afraid, I was just like I'd rather  
15 be somewhere else for this lunch event.

16 So, I walk into this room, I'm the only African  
17 American there, and it was a room full of elderly,  
18 Caucasian Americans, and I was really braced and ready for  
19 a fight. I said, okay, they don't like the government,  
20 they don't like this, I'm black. But I walked in there  
21 and after I gave my five- or ten-minute presentation they  
22 warmed up to me. You know, it was like, okay, you know,  
23 you just -- you know, I was just an average guy doing his  
24 job, you know, even though I don't like the government on  
25 my back, you know, this guy's just doing his job.



1           So, you know, I, myself, had to break down my  
2   mental barrier, too, in return, living in a multi-  
3   cultural, diverse environment like that.

4           So, it goes both ways. I believe that it is  
5   important for people to not hold onto stereotypes. We  
6   certainly have our preferences, but we don't have to be  
7   prejudiced or prejudge with those preferences.

8           I liken it to an apple and an orange scenario.  
9   It's pretty simplistic. But you can prefer apples over  
10   oranges, or you can prefer oranges over apple. But you  
11   shouldn't say, well, I want this apple, this apple is  
12   good, it's sweet, all oranges are sour, or vice-versa.  
13   You know, this is an orange, I prefer this orange.

14          But to be prejudiced you're saying this orange is  
15   good and all apples are bad. I mean, it's kind of  
16   simplistic, but we can sort of generalized like that and  
17   stereotype like that and get blocked into these notions  
18   where we make those real -- you know, it's just not good  
19   to get blocked into limited ways, myopic ways of thinking.

20          PANEL MEMBER SPANO: Yeah.

21          MR. PARVENU: And this diversity in L.A. has  
22   really helped me, and others, to get beyond that.

23          PANEL MEMBER SPANO: How did you break down the  
24   barriers when you had such a diverse -- at least a  
25   racial/ethnic breakdown of your students, you had

1 Russians, you had French-speaking Africans, you had -- I  
2 mean, and learning English I think would be very difficult  
3 to teach to all these different groups.

4 MR. PARVENU: Right, right.

5 PANEL MEMBER SPANO: How did you -- how were you  
6 able to be successful in doing that?

7 MR. PARVENU: Basically, just sticking with the  
8 script. Basic English, the fundamentals, just the  
9 fundamentals. It was an introductory class so, basically,  
10 in addition to the fun and the games -- you know, the  
11 games and the different other techniques that were used,  
12 explaining idiomatic expressions like -- you know, I'm  
13 just thinking of something, "that's a horse of a different  
14 color." I mean, they were like huh, or something. Or  
15 "don't that beat all" or something. I mean, different  
16 expressions that they're not used to.

17 How would I -- I'll be quick. How did I break it  
18 down? I just basically stuck to the script, English  
19 whatever it was, 1-a, and then English 1-b, then English  
20 2-a, then English 2-b, and then just gradually brought  
21 them along to understanding the fundamentals of  
22 conversational English.

23 And that crossed the board. I mean, that just --  
24 from my students from Korea, from Taiwan, from wherever,  
25 it was just as -- Thailand. It was just sticking to the

1 script was important.

2 PANEL MEMBER SPANO: You mentioned in your  
3 application that during your present occupation, as a  
4 zoning analyst, you attained the ability to solve complex  
5 problems, particularly those involving factual ambiguities  
6 and inconsistencies that may arise when all the relevant  
7 facts are not apparent or when there are conflicting  
8 claims about actual facts.

9 MR. PARVENU: Uh-hum.

10 PANEL MEMBER SPANO: Can you give us some examples  
11 that demonstrate this ability as it relates to factual  
12 ambiguities?

13 MR. PARVENU: Okay. Okay, I'll use this example.  
14 One of my jobs was with the City of L.A., before I was a  
15 zoning analyst I was a city planning assistant, and I was  
16 assigned to the Mulholland Scenic Parkway specific plan,  
17 which is a 20-mile corridor from -- I guess from the  
18 Hollywood, Studio City to the east, all the way to the  
19 city line to the west.

20 And that's some of the most high priced real  
21 estate in the City of L.A., along the Mulholland corridor.  
22 There's a specific plan that has extreme restrictions.  
23 Well, not -- has restrictions, building restrictions.

24 If any building that's beyond 900 square feet is  
25 an application, any project or proposal with greater than

1 900 square feet has to come to the Design Review Board.

2 And it gets very complicated up in the hills because you  
3 have individuals that want to minimize the square footage  
4 so they can avoid triggering the Design Review Board.

5 You have individuals who might want to have a  
6 tennis court, or individuals that will submit applications  
7 saying that there's no visual impact to the corridor.

8 What I had to do, again, in that case, was go out  
9 and take a look at their -- height, building height is  
10 always an issue in the hills, and square footage, and  
11 massing and size of buildings are always controversial  
12 issues.

13 Because the last land available is the land that's  
14 most difficult to build on, and that's what you have, you  
15 have these small, 5,000 square foot lots.

16 So, being meticulous with the details becomes even  
17 more important when you're building on a very steep  
18 hillside location. The neighbors come out, they're  
19 accustomed to seeing that lot there, they just don't know  
20 how another house is going to fit on that hill, with a 20-  
21 foot wide road, there's no parking.

22 So, every application needs to be carefully  
23 scrutinized.

24 If it's found that information was incorrect, I  
25 had to indicate that this information was incorrect and

1 the architect or applicant had to go back and re-draw  
2 those drawings --

3 MS. HAMEL: One minute.

4 MR. PARVENU: -- and submit them to us prior to  
5 forwarding those drawings to the Design Review Board.

6 So, in cases like that I had to really exercise a  
7 sharp eye and be meticulous to make sure that people  
8 weren't fudging the information presented to us.

9 PANEL MEMBER SPANO: What were the factual  
10 ambiguities?

11 MR. PARVENU: Oh. Well, I'll just be straight up,  
12 if someone says that their side yard setback is five feet  
13 and I go out and I measure it and it's four feet, that  
14 would be incorrect. I guess, factual ambiguity is maybe  
15 an euphemism for saying an untruth, or a deliberate -- a  
16 lie.

17 PANEL MEMBER SPANO: It's not really  
18 interpretation, it's really factual is what you're telling  
19 me?

20 MR. PARVENU: Yeah, yeah.

21 PANEL MEMBER SPANO: Okay, I get the difference.

22 MR. PARVENU: Yeah.

23 PANEL MEMBER SPANO: Thank you.

24 EXECUTIVE DIRECTOR CUMMINGS: Okay.

25 MS. RAMIREZ-RIDGEWAY: Panelists, are there

1 follow-up questions?

2 CHAIR AHMADI: No.

3 VICE CHAIR CAMACHO: No.

4 MS. RAMIREZ-RIDGEWAY: Well, Mr. Parvenu, you  
5 talked very briefly, in your race to get through the  
6 standard questions about having served as the Community  
7 Relations Officer on the MTA project to do the underground  
8 subway in downtown L.A., and all the obstacles that you  
9 encountered, mostly acts of nature, I guess.

10 MR. PARVENU: Right, right.

11 MS. RAMIREZ-RIDGEWAY: You said you had to  
12 convince the public to get involved. What did you do, how  
13 did you do it?

14 MR. PARVENU: Okay, good question.

15 My primary assignment was to work with a community  
16 around each of those station box areas. In this case  
17 Beverly-Vermont, Santa Monica-Vermont, and Sunset,  
18 Vermont, each had its own different set of circumstances.

19 Basically, through workshops through -- we had a  
20 field office where I'd hold meetings. I had an open door,  
21 either myself or another staff person would be there to  
22 answer questions that the community had.

23 We'd have meetings, and forums and functions. We  
24 informed them of each, prior to each major operation.

25 For example, at one -- one portion of the

1 operation we had to actually -- it was called our decking  
2 operation, we had to take the actual street out  
3 completely, and so we had to phase the decking so that --  
4 Beverly-Vermont is here, and it's maybe seven miles away  
5 from -- maybe four or five miles away from Santa Monica-  
6 Vermont, which is maybe, I don't know maybe less than five  
7 miles away from Sunset-Vermont.

8           We had to inform the public so that they could  
9 make arrangements. I had to work with the impacted  
10 businesses surrounding them, surrounding the stations.

11           Beverly-Vermont was pretty much a working class,  
12 mixed commercial/residential community.

13           Santa Monica-Vermont had Los Angeles City College  
14 as one of the major employer or employment centers there.

15           Sunset-Vermont had the hospitals, Queen of Angels,  
16 and Kaiser, and so each station had its different impacted  
17 community.

18           How did I go about it? I held meetings with the  
19 stakeholders, the business community, the chambers. I  
20 outreached the public, I started a newsletter with zero to  
21 zero, to over 10,000 -- to a readership of 10,000 readers.  
22 Now, this happened before we had Twitter and before we had  
23 all these other techniques we used now.

24           In fact, back then we had, they issued me a  
25 Motorola telephone, it looked like a shoebox, it was a

1 cell phone. And, basically, that was my communication of  
2 getting out to the people. I basically had to look  
3 through directories and talk with the people, and find out  
4 what their concerns and issues were.

5 I took them into the station, while we were in  
6 various stages of operation, to have them feel more  
7 entrusted, or feel a sense of ownership that this was  
8 happening in their community.

9 At the time they were very frustrated because  
10 their lives were being disrupted. But I think, basically,  
11 I worked with the impacted community by putting out signs  
12 and detours, and banners, and advertising in local  
13 newspapers. I sort of outreached the best I could based  
14 on the budget that the MTA had, to appeal to as many  
15 impacted people as we could and to get them to become  
16 involved in the process.

17 Now, you mentioned some of the other problems, we  
18 had a methane gas explosion, we had a sink hole issue,  
19 where it collapsed. Mostly, we had the tunnel boring  
20 machine that went off track for about maybe a foot, and  
21 when it -- a foot may not seem like a lot, but when you  
22 look at the trajectory, a foot can mean a lot when you're  
23 going long distances. But underneath people's homes,  
24 along the alignment it was shaking and they felt like it  
25 was an earthquake or tremor, when there was not an



1 earthquake.

2           So, you had people calling me day and night. This  
3 was a 24-hour job and I was out there.

4           A crane tipped over and crashed into an apartment  
5 building, by a person's bed while they were sleeping, so  
6 I've been involved in depositions for lawsuits with the  
7 Agency, or being a member, the owner.

8           Another case it was a flood, a water main bursted  
9 up by the Children's' Hospital and it flooded the  
10 basement, so that was a public affairs nightmare.

11           We had to get sump pumps to get the water out  
12 because hospitals are required by State law to maintain  
13 physical records, medical records, but they were about to  
14 get wet and drenched, and they had computer equipment, so  
15 that became an issue, two o'clock in the morning.

16           But how did I get the public involved, even though  
17 they knew all these things were going on, and the  
18 newspaper was reporting that all these things were going  
19 on and this is a disaster, and we shouldn't have spent our  
20 money this way, building this darn subway, nobody's going  
21 to ride it, anyway.

22           My job was to have people see the big picture.  
23 Now, I don't like to use this analogy, "you've got to  
24 crack a few eggs to make an omelet" but this was a short-  
25 term situation, just hold on. It's just a three-year

1 operation from groundbreaking to grant opening, from  
2 conception to completion, from the blueprint to the  
3 boulevard. I mean, just hold on, it's going to -- you  
4 know, you will benefit from this.

5 And certainly today I'm very proud when I go to  
6 Los Angeles and take that Redline system because it does  
7 make the lives of so many of those people easier.

8 And some of the biggest complainers we have aren't  
9 there, they moved away. But at the time they were really  
10 opposed to the project, opposed to me, opposed to  
11 everything that was happening.

12 So, you have to convince -- I guess in a private  
13 sector you would call me a pitch man, or a closer, or  
14 whatever you call it, but I really had to be at my best to  
15 convince people that this overall was a good idea, they  
16 were very fortunate to have this major public investment  
17 at their front door.

18 So, every method I could use for outreach I used.

19 MS. RAMIREZ-RIDGEWAY: I don't have further  
20 questions.

21 Panelists?

22 VICE CHAIR CAMACHO: No.

23 PANEL MEMBER SPANO: No.

24 CHAIR AHMADI: No.

25 MS. RAMIREZ-RIDGEWAY: We have just over three

1 minutes, if you'd like to make a closing statement.

2 MR. PARVENU: Wow. Okay, yes, I would. You know,  
3 I have a -- this is truly a history making process for me.  
4 I once questioned why I had all of this varied experience  
5 before planning, and geography, and demography,  
6 architecture, engineering, public relations,  
7 communications, community outreach, and I said it doesn't  
8 seem to make sense, in the past.

9 But now it's beginning to make sense to me how all  
10 these skills can come together. It's almost like the  
11 saying, "Eureka I've found it." I think the Commission is  
12 really giving me an opportunity to use all these various  
13 skills and put this all together.

14 A wise man said to me, Andre, just keep doing what  
15 you're doing because one day it's going to all make sense.

16 When I read what this project was about I said,  
17 it's all beginning to make sense to me, I see, now, how I  
18 can use all these various skills and abilities.

19 Now, I didn't have much time this summer to do  
20 much reading. I'm a fan of Eckhart Tolle, and he wrote a  
21 book called "The Power of Now" and I was inspired by that.  
22 And I also read "A New Earth, the Awakening of One's True  
23 Purpose."

24 And I feel that this could very well be my true  
25 purpose or this is the time for me to exercise all of my

1 skills and abilities to make a contribution to the State  
2 at a critical time and to, once again, just really, really  
3 make an impact with what I -- all of the talents and  
4 skills that I've obtained over the years.

5 So, I thank you for this opportunity. It's great  
6 work you're doing. I deliberately waited until the very  
7 end so I could, you know, benefit from the time to prepare  
8 for this.

9 I really think that you all have done a great job,  
10 you're near the end of this. And I really want to be a  
11 part of this process because I'm very excited about what's  
12 happening here --

13 MS. RAMIREZ-RIDGEWAY: One minute.

14 MR. PARVENU: -- and I think that it's -- and I  
15 think that you're making history, I would like to be a  
16 part of the process.

17 CHAIR AHMADI: Thank you, sir.

18 VICE CHAIR CAMACHO: Thank you.

19 PANEL MEMBER SPANO: Thank you.

20 MS. RAMIREZ-RIDGEWAY: Thank you, Mr. Parvenu.

21 MR. PARVENU: Thank you.

22 MS. RAMIREZ-RIDGEWAY: Let's recess until 9:15  
23 tomorrow.

24 (Recess at 5:59 p.m.)

25 --oOo--